

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR BOARD MEETING

Wednesday, April 16, 2014 **REVISED** (Location)

South Monterey County Joint Union High School District Board Room
800 Broadway
King City, CA 93930

BOARD OF EDUCATION

Mike Foster – President
Raul Rodriguez - Clerk
Paulette Bumbalough - Member
Bob White – Member
Mike LeBarre – Member

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Alex Hernandez - KCHS

OPEN SESSION: 5:25 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

The public may address the Board concerning items that are scheduled for discussion during closed session by completing the Request to be Heard Form provided on the table at the entrance to the meeting room and submitting the card to the Executive Assistant prior to the Board adjourning to closed session.

El publico puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos que están enlistados para dialogar durante la sesión a puertas cerrada completando asi la forma que se le da a la comunidad para poder hablar durante la sesión, esta forma se encuentra en la entrada de la junta donde se lleva acabo la sesión y entregando esta tarjeta a la Secretaría de el Superintendente antes de que la Mesa Directiva de Educación de por terminada la junta.

CLOSED SESSION: 5:30 PM

- A. Public Employment
- B. Employee Discipline/Dismissal/Release/Complaint
- C. Resolution #15:13/14 Layoff of Classified Staff Due to Lack of Funds and/or Lack of Work
- D. Negotiations with Employee Organizations
- E. Threatened/Potential Litigation

OPEN SESSION: 6:30 PM

A. CALL TO ORDER

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS

D. APPROVAL OF AGENDA

- E. PUBLIC COMMENT: *The public may address the Board regarding general school district topics or a specific agenda item. The person wishing to speak is asked to complete a Request to be Heard Form prior to the meeting, indicating whether they wish to address a non-agenda item or a specific item and present it to the Executive Assistant. This is an opportunity to address the Board when that item is acted upon. Unless otherwise determined by the Board/State Administrator, each person is limited to 3 (three) minutes. If a large number wish to speak on a specific item, there is a limit of 20 minutes total input on an item. For matters that are not listed on the agenda, the Board may refer the matter to the Superintendent or designee, or take it under advisement, but shall not take action at that time except as allowed by law.*

El público puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos generales o a asuntos especificados en la agenda. La persona que quiera hablar debe de pedir la forma que se le da a la comunidad pidiendo permiso antes de la junta, indicando si se desea hacer algún comentario sobre un tema de la agenda o algún otro asunto y presentarlo a la Secretaría de el Superintendente. Esta es una oportunidad de dirigirse a la Mesa Directiva de Educación cuando un asunto se esté llevando acabo. A menos que se determine de otra manera por el Administrador de el Estado, cada persona tiene un máximo de 3 minutos para hablar. Se hay muchas personas que quieran hablar sobre un asunto específico entonces habrá un limite de 20 minutos en total para cada asunto. Para asuntos que no estén enlistados en la agenda, La Mesa Directiva podrá referir ese asunto al Superintendente o su designado o poner ese asunto en sobre aviso, pero no se tomara ninguna acción en ese momento excepto cuando la ley lo permita.

F. REPORT FROM STATE ADMINISTRATOR

G. STUDENT BOARD MEMBER REPORT

H. BOARD MEMBER COMMENTS

I. EMPLOYEE ORGANIZATIONS

J. CONSENT AGENDA

1. Approval of Minutes: March 12, 2014 and March 19, 2014 (Pages 1-9)
2. Approval of Personnel Report Dated April 16, 2014 (*Daniel Moirao, Ed.D., State Administrator*)
3. Approval of Accounts Payable (*Duane Wolgamott, Business Manager*) (Pages 10-18)
4. Approval of Surplus Desks (*John Sims, Director of MOTF*) (Pages 19)
5. Approval of Contract for Consulting Services with Eduneering, Inc. (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 20-22)

K. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

L. INFORMATION ITEMS

1. Revenue and Expenditure Report (*Duane Wolgamott, Business Manager*) (Pages 23-28)
2. Cash Flow Report from July 1, 2014 through March 31, 2014 (*Duane Wolgamott, Business Manager*) (Pages 29-61)
3. Common Core Update (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*)
4. LCAP Update (*Daniel Moirao, Ed.D., State Administrator*)
5. School Enrollment, Attendance, and Referrals Statistics (*Duane Wolgamott, Business Manager*) (Pages 62-77)
6. Board Policies (First Reading) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 78-162)
 - BP 0410 Nondiscrimination in District Programs and Activities (revised)
 - BP 1312.3 Uniform Complaint Procedures (revised)
 - AR 1312.3 Uniform Complaint Procedures (revised)
 - BP 5145.3 Nondiscrimination Harassment (revised)
 - AR 5145.3 Nondiscrimination Harassment (new)
 - AR 6145.2 Athletic Competition (new)
 - BP 6173.1 Education for Foster Youth (revised)
 - AR 6173.1 Education for Foster Youth (revised)
 - BP 6176 Weekend Saturday Classes (revised)
 - BP 6177 Summer Learning Programs (revised)
 - BP 6179 Supplemental Instruction (revised)
 - BP 7214 General Obligation Bonds (revised)

M. ACTION ITEMS

1. Approval of Resolution #13:13/14 Proclaiming and Honoring California Day of the Teacher May 14, 2014 (*Daniel Moirao, Ed.D., State Administrator*) (Pages 163-164)
2. Approval of Resolution #14:13/14 Proclaiming and Honoring Classified School Employee Week May 18-24, 2014 (*Daniel Moirao, Ed.D., State Administrator*) (Pages 165-166)
3. Approval of Common Core Implementation Funding Plan (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 167-172)
4. Approval of Adoption New Course: Math 1 Honors (*Wendy Pospichal Ed.D., Assistant Superintendent Administrative Services*) (Pages 173-186)
5. Approval of Adoption of Math 1 Honors Curriculum (*Wendy Pospichal Ed.D., Assistant Superintendent Administrative Services*) (Pages 187-188)
6. Approval of Adoption New Course: AP Environmental Science (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 189-192)
7. Approval of Adoption of AP Environmental Science Curriculum (*Wendy Pospichal, Ed.D., Assistant Superintendent Administrative Services*) (Pages 193-196)
8. Approval of Adoption of AP Human Geography Curriculum (*Wendy Pospichal Ed.D., Assistant Superintendent Administrative Services*) (Pages 197-202)
9. Approval of Adoption New Course: AP Human Geography (*Wendy Pospichal Ed.D., Assistant Superintendent Administrative Services*) (Pages 203-206)
10. Board Policies (Second Reading) (*Daniel Moirao, Ed.D., State Administrator*) (Pages 207-249)
 - BP 1265 Civility Policy (new)
 - AR 1265 Civility Policy (new)
 - BP 5141.2 Administering Medication and Monitoring Health Conditions (revised)
 - AR 5141.21 Administering Medication and Monitoring Health Conditions (revised)
 - BP 5146 Married, Pregnant, Parenting Students (revised)
 - BP 6142.6 Visual and Performing Arts Education (revised)
 - BP 6142.91 Reading Language Arts Instruction (new)
 - BP 6146.1 High School Graduation Requirements (revised)
 - AR 6159.4 Behavioral Interventions for Special Education Students
 - BP 6162.51 State Academic Achievement Tests (revised)
 - AR 6162.51 State Academic Achievement Tests (revised)
 - BP 6164.2 Guidance/Counseling Series (new)

N. FUTURE AGENDA ITEMS/MEETING DATES

- April 30, 2014 – Board Study Session (Institutional Racism Setting)
- May 13, 2013 – Regular Board Meeting at Greenfield High School
- May 28, 2014 – Board Study Session (Healthy Kids/School Site Plans)
- June 11, 2014 – Regular Board Meeting at King City District Office
- June 18, 2014 – Board Study Session (Alternative Education/FCMAT Update)

O. SIGNING OF PAPERS

P. ADJOURNMENT (TO CLOSED SESSION) (if required)

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR BOARD MEETING

Wednesday, March 12, 2014

Minutes

BOARD OF EDUCATION

Mike Foster – President - Present
Raul Rodriguez – Clerk - Present
Paulette Bumbalough – Member – Excused Absence
Bob White – Member - Present
Mike LeBarre – Member - Present

STATE ADMINISTRATOR

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Roosevelt Sosa - GHS

OPEN SESSION:

Call to Order

Mike Foster called the meeting to order at 5:26 P.M.

Public Comment

There were not any comments from the public. The Board recessed to closed session.

CLOSED SESSION:

- A. Public Employment
- B. Employee Discipline/Dismissal/Release/Complaint
- C. Negotiations with Employee Organizations
- D. Threatened/Potential Litigation
- E. Student Matters
 - Recommendation to Expel Student #18:13/14
 - Recommendation to Expel Student #19:13/14

OPEN SESSION:

Call to Order

Mike Foster called the meeting to order at 6:30 P.M.

Flag Salute

Mike Foster led in the flag salute.

Report of Closed Session Actions

Mike Foster said the Board supported the stipulated agreement decision made by the expulsion panel for Student #18:13/14 and their recommendation to expel student #19:13/14. The Personnel Report was accepted. Resolution #12:13/14 recommending to non-reelect employees #13/14-1, #13/14-3, and #13/14-4 was accepted.

Approval of Agenda

Dr. Moirao said there was a revision on the agenda for Action Item #5. This item was originally listed as a resolution; it is actually a Memorandum of Understanding.

Public Comment

Ms. Beatriz Diaz inquired if the school calendar for the 2014-15 school year had been approved by the district. The Greenfield Union School District has approved their calendar. She said it would be appreciated if the two districts could work together on calendars. She was informed by the Greenfield Union School District their calendar is established based on the bargaining unit's decision. She said it is tough for families to take a vacation when students in the family may be attending schools in both districts.

Ms. Diaz said there are large holes in the parking lot where teachers park. She was told eventually it will be part of a street but felt in the meantime the holes should be covered by gravel. It would make it a lot more comfortable for the teachers who park there.

She said when the lawns are mowed there are rows of cut grass which remain on the lawn. These areas become damp and the students track it into the classrooms, she is concerned someone will slip.

Ms. Diaz said the phone system also has issues. Many times when calls are made to parents or parents are calling at times there is a lot of static on the line making it very difficult to understand. There have also been times when conversations have been cut off.

She said she did have a couple of other questions regarding the audit but would address them at the next board meeting.

Dr. Moirao said he shares her frustration regarding the school calendars. He said we wanted to align our calendar with the Greenfield Union School District but their calendar is a part of negotiations with their bargaining units which went longer than ours. He said our calendar does align with the King City Union School District.

Raul Rodriguez said depending on the length of the contract, could this continue for several years. Dr. Moirao responded yes. Dr. Moirao said he will talk to the new superintendent of the Greenfield Union School District.

Dr. Moirao said he too is frustrated with the phone system. There have been numerous times when he could not get through the system. The district is looking at a new phone system using E-Rate monies.

Raul Rodriguez inquired about the parking area Ms. Diaz addressed. Dr. Moirao said it was not intended to be a parking area. Teachers park there because it is closer to some of the classrooms. There is other designated parking area for teachers.

Mike Foster suggested if it is going to be used as a parking lot the holes should be filled in. If the decision was made not to do that, his recommendation would be to close off the area for parking because it may become a liability issue.

Report from State Administrator

Dr. Moirao said he is starting to receive drafts of the FCMAT reports. Things are looking positive. We are receiving the drafts in a timelier manner than in the past.

Last night KCHS had their March Onward Drumline program. He congratulated Mr. Graham and the students for their excellent performance.

Dr. Moirao said he appreciated Raul Rodriguez being the keynote speaker at the Greenfield High School PIQE. They are talking about how to expand it at both high schools.

The Career Paths Grant with Hartnell, Monterey Peninsula College, and CSUMB could be a grant for over \$600 million; we are part of the consortium. The areas we would be focusing on will be Ag, Media, and Engineering.

The LCAP process is well underway. He has made a presentation to a community group, has met with DELAC, as well as staff meetings at both sites. He will be meeting with the School Site Council at Greenfield High School next week. The parent surveys are starting to be returned.

Our FFA program is ranked 20th in the state.

The auditors have been here for a couple of days this week reviewing ASB and attendance.

There was an error at King City High School in which truancy letters were sent out on 200 students which had not been truant. They are working to remedy the problem.

The Master Schedule for next year is well on its way. He is working with site administrators and counselors to finalize a Master Schedule by early May.

June 2 and 3 will be a Professional Development ² for staff to work on Common Core curriculum materials. There will be a kickoff on April 16 for staff at Greenfield High School.

Dr. Moirao distributed a flyer to the Board announcing a Greenfield Chamber Mixer taking place on Friday, March 28 at La Plaza Bakery.

Dr. Moirao informed the Board the time is getting close for the required Form 700 to be completed and returned. He distributed several forms to Board members.

Mike Foster inquired how Dr. Moirao received the drafts of the FCMAT reports. Dr. Moirao said they are being sent electronically.

The question was asked if PIQE has taken place at King City High School. Dr. Moirao said their graduation took place before winter break. They will be offering PIQE 2.

Mike Foster said this is a good program and he hoped there would be an increase in parent participation. Dr. Moirao said Clara Evans is offering additional courses at Greenfield High School.

Mike Foster suggested, since the Ag Grant is no longer in the Governor's budget, to have a study session to better understand the new process.

Student Board Member

Roosevelt Sosa said last month they had an Academic Rally which was sponsored by the Link Crew. The students who were on the honor roll were acknowledged. This was a fun event and went very well. During FFA week he showed his lamb as well as other members of FFA shared their animals with students. This week was spring week and they also had a rally. Yesterday was Hawaii day, today was hippie day, Thursday they will celebrate St. Patrick's Day, and Friday each class will be wearing their school colors. The prom is sold out. ASB will be selling popcorn as a fundraiser to raise money for their senior picnic.

PRESENTATION

DELAC Parent Presentation

Mr. Pablo Venegas, President of DELAC, said the committee has reviewed the EL Master Plan. It is geared toward English Learners, the committee has a better understanding of the plan. The 10th graders will be receiving tutoring during the school day as well as after school.

The parent attendance was very good at the PIQE sessions. He hopes these sessions will continue. The committee will be meeting to strategize for the second part of PIQE.

Mike Foster asked Mr. Venegas if he has children attending high school. He said he has a son who is in 12th grade, a daughter in 10th grade and a 10 year old attending Del Rey elementary school.

Raul Rodriguez asked approximately how many parents attended the PIQE meetings. The suggestion was made for the parents who just graduated recruit more parents.

Mr. Venegas said a suggestion was made to send flyers home with the students to their parents promoting the program. The parents who just graduated will meet one more time to come up with recruiting ideas.

WASC 3-Year Limited Term Report Information

Mike Foster said the report was very well organized; he especially liked the colored charts.

Megan Munoz said the WASC team will be at King City High School starting on Sunday, March 23. She invited Board members to attend. When the last WASC team visited the school 4 areas needed follow up. Those areas were: Translating data to student learning, building capacity through Professional Development, supporting students through communication and relationships, and build a genuine collaborative culture. All stakeholders have been involved in developing corrections in these areas. Those stakeholders were parents, administration, students, and the Board of Education. Focus groups were established as well. There has been an increase school wide to implement the research based instructional strategies including Constructing Meaning. We have looked closely at PLC data as well as the CAHSEE achievement and how to increase scores. The achievement gap has been addressed for all students' for solutions to close the gap. We have made progress in this area but more work is needed.

Ms. Munoz distributed WASC annotations. The first column indicated the critical needs for student progress for 2010-2011, the second column showed the school plan for 2011-2012, the third column shows the critical areas for follow-up from the 2012-2013 visitation, the next column the school action plan for 2013-2014, and the last column which are now SLO's (Schoolwide Learners Outcomes). There was a staff meeting today to update the plan for 3 years. The high school is striving for a 3 year WASC certification. A 3 year plan is needed to achieve the certification.

Raul Rodriguez asked if the WASC review team was more interested in student learning or the paperwork. What is their goal? The response was, the team is interested in: are the students learning and are we doing everything we can for all students to learn. Ms. Munoz said the team will also praise the areas which are good. They will review the plan which has been listed to achieve the future goals.

Ms. Munoz said on page 7 is the new mission, vision, and Schoolwide Learner Outcomes which are aligned with the school wide action goals.

Chapter 1 of the WASC long term report has all of the data. Page 54 covers the overall implications of the data from chapter 1 and the summary of items.

Chapter 2 covers the significant developments. Chapter 3 covers the process for the development of the progress report which included the stakeholders involved in the preparation of the report as well as the process to present the progress report to the Governing Board. Chapter 4 covers the school wide action plan progress; it demonstrates the goals aligned with the school plan and the evidence to achieve this. Chapter 5 covers the school wide action plan and the appendix is the school wide action plan refinements for 2012-2013. This last chapter has been changed from a 1 year to a 3 year plan.

Raul Rodriguez inquired if the A-G college requirements were part of the information gathered. Ms. Munoz responded yes.

Mike Foster asked how the mission and vision statements were selected. Ms. Munoz said each team drafted their statements; they all met and came to an agreement on the statements.

Mike Foster commented the sites and the district each have their own mission and vision statements.

Mike Foster said he appreciated the pie charts. Some of the charts cover instruction in the classroom and others reference continuing on to college. He inquired how much are we learning from the data. The response was, when a classroom walk through takes place there is an observation of instruction and student engagement.

Megan Munoz said when a walk through takes place there is a check list. She said the surveys the students take may very well be different than the teacher surveys.

Raul Rodriguez asked how this compares with the Single Plan for Student Achievement. Ms. Munoz said it is addressed in chapter 5.

Raul Rodriguez said he enjoyed the WASC binder; he got a good sense of King City High School. Ms. Munoz said all of the surveys were anonymous. Some results were surprising; it gives you a sense of what is out there. Ms. Munoz said, for next year they are considering surveys being completed during Back to School Night.

BOARD MEMBER COMMENTS

Mike LeBarre said he attended the Relay for Life event on February 29 at Lawrence's Restaurant in King City. He attended an ROP Executive meeting on March 5 which discussed the grant proposal which is listed as an action item on the agenda. On March 7 and 8 he attended Masters in Governance training. He has now completed 4 out of the 5 required sessions. He attended a Choices Program meeting yesterday, and today he was involved in Farm Day in King City.

Raul Rodriguez said he has one more Masters in Governance session to complete the course. He attended the PIQE graduation class; there were 26 parents who graduated from the class. He felt it was a worthwhile program. There will be more parents recruited for the next course.

Raul Rodriguez said with the recent issues with the King City Police Department, he is hoping we can learn from them and how their situation may affect our schools and the students' attitude and perceptions. The community sees the Board as leaders and come to Board members for advice, we should be prepared.

Mike Foster said he finished his last Masters in Governance training. He received a lapel pin and a certificate of completion. He added Bob White has already completed the course. He felt all of the classes were very informative.

Mr. Foster said he too attended the music performance at King City High School last night. He complimented Mr. Bruce Graham for his program and what he is doing for students. He hoped future programs would be advertised more.

Yesterday he did walk throughs at King City High School with Principal, Janet Sanchez-Matos. He saw teaching and then he saw good teaching and students engaged. He will be contacting Greenfield High School to set up a time with Lisa Mazza to observe classes.

Employee Organizations

Dr. Moirao said the Governance FCMAT team interviewed the presidents of the bargaining units who said they were not given an opportunity to speak at board meetings. He reminded the presidents there is an item on each agenda for them to address the Board of Education.

There were not any members present to address the Board.

CONSENT AGENDA

1. Approval of Minutes: February 12, 2014 and February 18, 2014
2. Approval of Personnel Report Dated March 12, 2014
3. Approval of Accounts Payable
4. Approval of KCHS Students Attending the Overnight Ag Day in Sacramento
5. Approval of GHS Students Attending the Overnight Ag Day in Sacramento
6. Approval of Williams Quarterly Report

Bob White requested item #3 be pulled. Dr. Moirao approved all items excluding #3.

CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

Bob White questioned the \$244,000 for Dell listed on page 13. Mr. Wolgamott said those were replacement computers. The money had been budgeted for their purchase.

Dr. Moirao approved consent item #3.

Mike Foster noted the FFA students will be going to Sacramento regarding the Ag Grant. Dr. Moirao said they will be taking the resolution, which the Board approved last month, encouraging the Governor to continue funding the program.

INFORMATION ITEMS

Revenue and Expenditure Report

There were not any questions.

Common Core Update

Dr. Pospichal said she would be combining items 2 and 3. Today was the assessments for the April computer based field tests which the juniors will be taking. Staff from MCOE provided training today on the process; there were approximately 30 administrators and teachers who attended. It was an introduction to the process.

Common Core Implementation Funding

Dr. Pospichal said this is the funding plan for the program.

Mike Foster said there is a large volume of items required, what is the target date to have them. Dr. Pospichal said our Technology Department is handling the ordering.

Dr. Pospichal said this is being presented tonight as an information item, next month it will be presented as an action item. Technology will be supporting the common core, firewalls will be in place and any other additional technology equipment. The question was asked if we will have up to date computers for the testing, the response was yes. The committee wanted to make sure all damaged computers are replaced for the testing.

Professional Development will allow teachers to create Common Core lessons. There will be an emphasis on Math 1 and 2. Math has some differences in Common Core.

There is a reserve for any additional items which may be needed. Dr. Pospichal complimented the committee for developing the plan.

Mike Foster asked how many individuals were on the committee. Dr. Pospichal responded 10 to 12. Mr. Foster commented sometimes it is difficult to finalize a plan when the committee is large. Dr. Pospichal said the committee met in advance and compiled the revision.

Mike Foster said this is the first time we have used money other than for survival.

Duane Wolgamott said this is one-time-money for the next school year. The money will need to be used within the 2014-2015 school year.

Revision of District Budget for Federal Programs

Dr. Pospichal said this is the most current revision.

School Enrollment, Attendance, and Referrals Statistics

Bob White said he noted on page 39, on February 10, the student absences were doubled. He was wondering why. Mr. Wolgamott said this was a holiday for the elementary districts some parents may have decided to do something as a family. The high school district only had one holiday in February and that was February 17.

Board Policies (First Reading)

BP 1265 Civility Policy (new)

AR 1265 Civility Policy (new)

BP 5141.21 Administering Medication and Monitoring Health Conditions (revised)

AR 5141.21 Administering Medication and Monitoring Health Conditions (revised)

BP 5146 Married, Pregnant, Parenting Students (revised)

BP 6142.6 Visual and Performing Arts Education (revised)

BP 6142.91 Reading Language Arts Instruction (new)

BP 6146.1 High School Graduation Requirements (revised)

AR 6159.4 Behavioral Interventions for Special Education Students

BP 6162.51 State Academic Achievement Tests (revised)

AR 6162.51 State Academic Achievement Tests (revised)

BP 6164.2 Guidance/Counseling Series (new)

Dr. Moirao said these policy revisions are now reflecting the LCFF new state funding.

ACTION ITEMS

Approval of 2013-2014 Second Interim Report

Duane Wolgamott said this is a positive certification. Dr. Moirao said he was pleased to report we are no longer on the CDE list of districts with a negative certification. Dr. Moirao said staff made sacrifices to help the district achieve the positive certification.

Dr. Moirao said this is a big deal for MCOE as well, in fact, they sent out a press release announcing the district's positive certification.

Bob White said our reserve is only 3%. Are we considering increasing this amount? Dr. Moirao responded yes, we will be increasing the percentage. He will be bringing a policy forward.

Duane Wolgamott said this is the first time LCFF has been applied to the budget. The state is still working on some issues. 99% of the second interim report is the same as the first interim. Overall the budget is looking good.

Dr. Moirao approved the second interim report.

Approval of EL Master Plan

Dr. Pospichal said Candy McCarthy worked with the principals, administration and teachers. There was a unanimous approval by the committee to approve the plan. It will take some time to have everything in place.

Dr. Moirao approved the EL Master Plan.

Approval of "Sunshine" Proposal for Negotiations with CSEA and the SMCJUHSD

Dr. Moirao said this is the opener to start negotiations. Hopefully the items will be resolved quickly. There are only 2 negotiation sessions scheduled. The district does not have a sunshine, we do not want to reopen negotiations.

Dr. Moirao approved the sunshine proposal.

Approval of the Donation from Salinas Valley High School Ag, Inc. and the Sally Hughes Church Foundation for a Van for KCHS Ag Department

Dr. Moirao said King City High School is fortunate enough to have another vehicle donated to the Ag. Department. The question was asked how many passengers the van holds. Mr. Wolgamott said it is for 9 students and 1 driver.

Dr. Moirao said he will be sending a thank you letter to the donors.

Dr. Moirao approved the donation of the van.

Approval of MOU Between Hartnell Community College and the SMCJUHSD Supporting the Pathway Grant

Dr. Moirao said the item was listed on the original agenda as a resolution; it is a Memorandum of Understanding. This is asking for us to participate as a consortium in the grant. We are hopeful to receive a portion of the grant.

Mike LeBarre said this was discussed at the ROP meeting he attended recently, ROP supported this.

Dr. Moirao approved the MOU.

Board Policies (Second Reading)

BP 0420.43 Charter School Revocation (new)
BP 2210 Administrative Discretion Regarding Policies (new)
BP 3111 Deferred Maintenance Funds (revised)
BP 3551 Food Service Operations, Cafeteria Fund (revised)
AR 3551 Food Service Operations, Cafeteria Fund (revised)
AR 3554 Other Food Sales (revised)
BP 4131 Staff Development (new)
BP 4231 Personnel Classified Staff Development (new)
BP 4331 Personnel Staff Development (new)
BP 5123 Promotion, Acceleration, Retention (revised) There we
AR 5123 Promotion Acceleration Retention (new)

Dr. Moirao said, to his knowledge all changes have been made. The Board did not have any corrections.

Dr. Moirao approved the second reading of the board policies.

Future Agenda Items/Meeting Dates

March 19, 2014 – Board Study Session (Budgets; How to Read Them; LCAP)

April 16, 2014 – Regular Board Meeting at King City District Office

April 23, 2014 – Board Study Session (Institutional Racism Setting)

May 13, 2013 – Regular Board Meeting at Greenfield High School

May 28, 2014 – Board Study Session (Healthy Kids/School Site Plans

June 11, 2014 – Regular Board Meeting at King City District Office

June 18, 2014 – Board Study Session (Alternative Education/FCMAT Update)

Signing of Papers

Dr. Moirao signed appropriate papers.

Adjournment

The meeting was adjourned at 7:40 P.M.

Daniel R. Moirao, Ed.D., State Administrator

Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL BOARD MEETING

Wednesday, March 19, 2014

Minutes

BOARD OF EDUCATION

Mike Foster – President - Present
Raul Rodriguez – Clerk - Present
Paulette Bumbalough – Member – Present
Bob White – Member - Present
Mike LeBarre – Member - Present

STATE ADMINISTRATOR

Daniel Moirao, Ed.D. - Present

OPEN SESSION:

Call to Order

Mike Foster called the meeting to order at 6:00 P.M.

Flag Salute

Mike Foster led in the flag salute.

Public Comment

There were not any comments from the public.

Approval of Agenda

Dr. Moirao approved the agenda.

INFORMATION ITEMS

Board Study Session: Budgets; How to Read Them; LCAP

Duane Wolgamott, Business Manager, gave a presentation on how to read budgets and reviewed the new Local Control and Accountability Plan with the Board of Education.

Adjournment

The meeting was adjourned at 7:36 P.M.

Daniel R. Moirao, Ed.D., State Administrator

Date

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Accounts Payable Warrants

MEETING: April 16, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☒ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Attached is a listing of the accounts payable warrants for March 2014.

Recommendation:


The recommendation is being made for the State Administrator to approve the accounts payable warrants.

Fiscal Impact:

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Checks Dated 03/01/2014 through 03/31/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12065025	03/04/2014	David L. Daines	01-4300	Rain Traps. Track and Field		511.88
12065026	03/04/2014	Roianne T. Benjamin	01-5200	Pathways Grant Meeting		53.45
12065027	03/04/2014	Jessica S. Mendoza	01-5200	MCOE - CABE Workshop		41.45
12065028	03/04/2014	Allison M. Steinmann	01-4300	PIQE Snacks	192.68	
				TouchMath Comp Kit A	102.98	295.66
12065029	03/04/2014	Sandra L. Wilson-Brusch	01-5200	AP English Lit and Comp Workshop, San Mateo		100.33
12065030	03/04/2014	Faviola Ruby Medina	01-5200	Work miles between GHS and KCHS		156.80
12065031	03/04/2014	John D. Sims	25-5200	CASH Sacramento		751.34
12065032	03/04/2014	#1 Educando Con Tabletas, dba	01-5800	Tutoring Services		27,009.00
12065033	03/04/2014	A & G PUMPING, INC	01-5630	Rental of Portable Restrooms		313.25
12065034	03/04/2014	A T & T CALNET 2	01-5910	CALNET		751.41
12065035	03/04/2014	ARAMARK UNIFORM SERVICES	13-5800	Open PO for Supplies and Materials		82.71
12065036	03/04/2014	AT&T	01-5910	Phone Bill for January		3,073.92
12065037	03/04/2014	C.F. Educational Resources	01-5800	Consulting Services		15,000.00
12065038	03/04/2014	CA Water Service Company	01-5530	KCHS Water		677.19
12065039	03/04/2014	CDW-G	01-4300	Ink Supplies for Computer Classes for Room 101	61.35	
				Technology Supplies	519.47	580.82
12065040	03/04/2014	Central CA Electronics, Inc	Cancelled	Repairs to Fire Alarm		114.00 *
		Cancelled on 03/17/2014, Cancel Register # AP03182014				
12065041	03/04/2014	CENTRAL COAST SYSTMS INC	01-5620	Fire Alarm		3,040.00
12065042	03/04/2014	CITY OF GREENFIELD	01-5800	GHS SRO		27,500.00
12065043	03/04/2014	Coalinga High School-Athletics	01-5300	Track & Field Meet Entry Fee		300.00
12065044	03/04/2014	CSBA	01-5800	CSBA Governance		2,722.54
12065045	03/04/2014	Culligan Water Conditioning	13-5800	Water Conditioning		84.34
12065046	03/04/2014	Cyberguys / E-Filliate Inc	01-4300	Technology Supplies		114.07
12065047	03/04/2014	DATAFLOW BUSINESS SYSTEMS	01-5800	Copier Lease (4)		2,951.44
12065048	03/04/2014	EWING IRRIGATION PRODUCTS	01-4300	Materials and Supplies		1,547.31
12065049	03/04/2014	Fastenal Company	01-4300	Maintenance Supplies		873.72
12065050	03/04/2014	Foster Farms Dairy	13-4700	Cafeteria		847.51
12065051	03/04/2014	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		14.95
12065052	03/04/2014	JOSTENS CORP	01-4300	PO for Diploma Covers		1,307.09
12065053	03/04/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies	49.67	
				ROP Ag Mech	220.22	
				supplies	100.73	
				Technology Supplies	4.93	375.55
12065054	03/04/2014	LA Hearne Company	01-4300	Marking paint		168.51

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Checks Dated 03/01/2014 through 03/31/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12065055	03/04/2014	Mail Finance	01-5630	Open for Monthly Lease		158.06
12065056	03/04/2014	MASSEY HEATING & AIR INC	01-5620	Maintenance Repairs		410.87
12065057	03/04/2014	MCKINLEY EQUIPMENT CORP	01-5800	Wheelchair Lift Service		805.50
12065058	03/04/2014	MEDCO Supply-Sports Medicine	01-4300	Sports Supplies		2,205.29
12065059	03/04/2014	Mission Trail Athletic/MTAL	01-5300	MTAL Official Mileage		502.86
12065060	03/04/2014	NASCO	01-4300	Supplies Open PO		9.87
12065061	03/04/2014	OFFICE DEPOT BUSINESS SERVICES	01-4300	classroom supplies	140.57	
				Materials and Supplies	94.37	
				Office Supplies	548.36	
				Open PO for Transportation	66.97	
				Supplies Open PO	438.04	
				Technology Supplies	28.91	1,317.22
12065062	03/04/2014	PACIFIC GAS AND ELECTRIC CO	01-5510	Utilities	233.59	
			01-5520	Utilities	406.73	640.32
12065063	03/04/2014	PEARSON AGS GLOBE	01-4100	textbooks		100.54
12065064	03/04/2014	TMT Enterprises, Inc.	01-4300	Candlestick Mix for Athletic Fields		2,073.16
12065065	03/04/2014	TORO PETROLEUM CORP	01-4310	Open PO for Supplies and Materials		3,249.71
12065066	03/04/2014	VAL'S PLUMBING & HEATING INC	01-5620	Repairs		301.82
12065067	03/04/2014	VERIZON WIRELESS SVCS LLC	01-5910	Wireless Modem		130.02
12065068	03/04/2014	WARD'S NATURAL SCIENCE	01-4300	Science Supplies		1,861.07
12065069	03/04/2014	WELLS FARGO FINANCIAL LEASING	01-5630	Lease for GHS Copy Machines		610.64
12065852	03/06/2014	Paul W. Cavanagh	01-5200	AP Training - Aragon HS		150.03
12065853	03/06/2014	SMCJUHS REV FUND #0424-240257	01-3401	Employee Medical Prem Reim	810.34	
			01-4300	CECHR Training	430.00	
			01-5200	Conference Registration	710.00	
				Lodging for Athletics - wrestling	988.94	
			01-5800	Nov Bank Fees	29.76	
				Pinnacle Medical	146.12	
				Check sent to Mission Center in error	65.28	
				Dec Bank Fees	17.43	
				Bank Fees Overdraft	45.00	
			25-5200	Conference Registration	806.00	4,048.87
12066467	03/11/2014	SMCJUHS REV FUND #0424-240257	01-5800	PSAT/NMSQT		517.00
12066995	03/13/2014	Michelle A. Cote	01-5200	Educating for Careers - Sacramento		241.40
12066996	03/13/2014	Stefani D. Goldamer	01-4300	Science - Calculators		87.76
12066997	03/13/2014	Lisa K. Mazza	01-5200	Pioneer High School Mileage Reimbursement		217.21
12066998	03/13/2014	A T & T CALNET 2	01-5910	CALNET		16.08

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Checks Dated 03/01/2014 through 03/31/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12066999	03/13/2014	Adolph Kiefer and Associates	01-4300	Swimming Supplies		947.25
12067000	03/13/2014	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies		3,139.33
12067001	03/13/2014	ARAMARK UNIFORM SERVICES	13-5800	Open PO for Supplies and Materials		135.69
12067002	03/13/2014	B&B STEEL	01-4300	ROP supplies for Ag Mech		101.48
12067003	03/13/2014	BAY SCHOOL, THE	01-5100	Services		315.00
12067004	03/13/2014	CA ASSOCIATION FFA	01-4300	FFA Studdents Leadership Packets		3,314.50
12067005	03/13/2014	CA Department of Justice	01-5860	HR Fingerprints		96.00
12067006	03/13/2014	CA Rare Fruit Grwrs, Inc(CRFG	01-4300	AIG Ag Dept		155.00
12067007	03/13/2014	CA Water Service Company	01-5530	KCHS Water		30.27
12067008	03/13/2014	CATA	01-5200	CATA Conference		1,725.00
12067009	03/13/2014	CENTRAL COAST SYSTMS INC	01-5620	Fire Alarm		114.00
12067010	03/13/2014	CITY OF GREENFIELD	01-5530	Water, Sewer, and Garbage	199.39	
			01-5540	Water, Sewer, and Garbage	814.37	
			01-5550	Water, Sewer, and Garbage	2,648.66	3,662.42
12067011	03/13/2014	City of Greenfield - PD	01-5800	GHS SRO		11,000.00
12067012	03/13/2014	Edlio, Inc	01-5800	Website Content Mangement System		3,600.00
12067013	03/13/2014	Foster Farms Dairy	13-4700	Cafeteria		1,793.27
12067014	03/13/2014	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		53.26
12067015	03/13/2014	IQ Biometrix, Inc	01-4300	Science Software		314.73
12067016	03/13/2014	KING CITY INDUSTRIAL SUPPLY	01-4300	Materials and Supplies		17.95
12067017	03/13/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies	34.38	
				Technology Supplies	4.93	39.31
12067018	03/13/2014	Maria S. Monroy	01-5800	Mileage Reimbursement - SPED		1,254.48
12067019	03/13/2014	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Matranga		112.87
12067020	03/13/2014	Novacoast Inc	01-5300	Software Licenses		6,412.00
12067021	03/13/2014	NTD Architecture	35-5800	Project No 2011-0175-00		1,213.04
12067022	03/13/2014	OFFICE DEPOT BUSINESS SERVICES	01-4300	Blanket PO for Office Depot	165.19	
				Materials and Supplies	253.94	
				Office Supplies	347.46	
12067023	03/13/2014	PACIFIC GAS AND ELECTRIC CO	01-5800	Materials and Supplies	320.04	1,086.63
			01-5510	Utilities	3,985.08	
			01-5520	Utilities	10,666.01	14,651.09
12067024	03/13/2014	PURE WATER	01-5800	Drinking Water		178.25
12067025	03/13/2014	Salinas Valley Fair, Inc	01-5630	Basketball Practice	120.00	
			01-5800	Basketball Practice June-July 2013	292.50	
				Volleyball Practice	270.00	682.50
12067026	03/13/2014	SchoolDude	01-5800	Maintenance Software		1,795.15

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Checks Dated 03/01/2014 through 03/31/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12067027	03/13/2014	Shred-It San Francisco	01-5800	Fees for shredding		124.77
12067028	03/13/2014	Sprint Solutions, Inc.	01-5940	District Communication		779.41
12067029	03/13/2014	TORO PETROLEUM CORP	01-4310	Open PO for Supplies and Materials		564.38
12067030	03/13/2014	UNITED PARCEL SERVICE	01-5930	Open for fees		99.12
12067031	03/13/2014	Uretsky Security	01-5800	Security		3,087.00
12067032	03/13/2014	Watsonville High School	01-5300	Sport Fee	625.00	
				Sport Fees	275.00	900.00
12067801	03/18/2014	A & G PUMPING, INC	01-5630	Rental of Portable Restrooms		358.25
12067802	03/18/2014	AMERICAN SUPPLY COMPANY	13-4300	Supplies		488.05
12067803	03/18/2014	ARAMARK UNIFORM SERVICES	13-5800	Open PO for Supplies and Materials		82.71
12067804	03/18/2014	AT&T	01-5910	Phone Charges		3,073.92
12067805	03/18/2014	B & B Small Engine Repair Inc.	01-4300	Mower Parts		591.71
12067806	03/18/2014	BARRACUDA NETWORKS, INC	01-5800	Backup Renewal		1,874.00
12067807	03/18/2014	BAY SCHOOL, THE	01-5100	Services		6,416.25
12067808	03/18/2014	CARMEL MARINA CORPORATION	01-5550	KCHS Garbage Fees		2,577.63
12067809	03/18/2014	Foster Farms Dairy	13-4700	Cafeteria		842.56
12067810	03/18/2014	Foster, Mike	01-5200	Master in Governance Training		519.56
12067811	03/18/2014	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		2.50
12067812	03/18/2014	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Ag Supplies		88.38
12067813	03/18/2014	INGRAHAM JEWELERS, INC	01-5800	Open PO for Trophies for 2013-14 school year.		421.99
12067814	03/18/2014	KING CITY GLASS	01-4300	Open PO for Supplies and Materials		95.55
12067815	03/18/2014	KING CITY TRUE VALUE HARDWARE	01-4300	Maintenance Supplies	6.97	
				ROP Ag Mech	35.41	42.38
12067816	03/18/2014	LeBarre, Mike	01-5200	CSBA San Francisco		497.05
12067817	03/18/2014	LOZANO SMITH	01-5810	Professional Services		7,219.51
12067818	03/18/2014	Monterey Bay Systems, dba	01-5610	School Office Copier - copy count charges		1,138.60
12067819	03/18/2014	Nixon Tire & Automotive Svc	01-5620	Supplies and Materials		105.00
12067820	03/18/2014	O'Reilly Automotive Stores, Inc	01-4300	Open for Supplies and Materials		94.63
12067821	03/18/2014	OFFICE DEPOT BUSINESS SERVICES	01-4300	Materials and Supplies	126.71	
				Office Depot Open PO for Office Supplies	97.68	224.39
12067822	03/18/2014	Olson, Hagel & Fishburn, LLP	01-5810	Audit Matters		892.50
12067823	03/18/2014	PACIFIC GAS AND ELECTRIC CO	01-5520	Utilities		10,783.88
12067824	03/18/2014	PEDIATRIC THERAPY CENTER INC	01-5800	Home School		462.00
12067825	03/18/2014	PENINSULA SPORTS, INC/PSI	01-5300	Sports Fees		4,049.00
12067826	03/18/2014	Ralph Powers	01-5300	Sports Fee		171.50
12067827	03/18/2014	RG Fabrication, Inc	01-5620	Open for repairs		300.00

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Checks Dated 03/01/2014 through 03/31/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12067828	03/18/2014	Riddell All American	01-4300	Athletic Uniforms	1,449.20	
			01-5800	Mandatory Reconditioning of Football Helmets	4,624.57	6,073.77
12067829	03/18/2014	SOUTH COAST REGION CATA	01-5200	FFA Inservice/Roadshow Registrations. Fall/Spring.		280.00
12067830	03/18/2014	Sysco San Francisco	13-4300	Food Service	417.62	
			13-4700	Food Service	2,815.82	3,233.44
12067831	03/18/2014	TMT Enterprises, Inc.	01-5620	Dirt for baseball fields		4,125.44
12067832	03/18/2014	TUCCI LEARNING SOLUTIONS, INC	01-5100	Services		3,885.00
12067833	03/18/2014	turnitincom / iParadigms, LLC	01-5850	Secondary Ed Fee		2,932.00
12070204	03/27/2014	Jennifer L. Beach	01-5200	2014 Texas Instruments Conf		607.80
12070205	03/27/2014	Roianne T. Benjamin	01-5200	CA Pathways Grant Mtng		463.79
12070206	03/27/2014	Janet Sanchez-Matos	01-4300	WASC Visit	132.06	
			01-5930	Postage to mail binders	50.19	182.25
12070207	03/27/2014	James G. Schierer	01-5200	T3 International		647.00
12070208	03/27/2014	Hortencia Lopez	01-5200	Aeries Conf - Meal		59.46
12070209	03/27/2014	Daniel R. Moirao	01-4200	Books and Ref	56.88	
			01-4300	Supplies and Materials	102.63	
			01-5200	Travel and Conf	1,269.74	
			01-5300	Rotary	285.00	1,714.25
12070210	03/27/2014	Beatriz E. Trujillo	01-5200	Aeries Conference		636.83
12070211	03/27/2014	#1 Educando Con Tabletas, dba	01-5800	Tutoring Services		450.00
12070212	03/27/2014	A T & T CALNET 2	01-5910	CALNET		1,920.26
12070213	03/27/2014	AMERICAN SUPPLY COMPANY	01-4300	Custodial Supplies		1,061.35
12070214	03/27/2014	APPLE COMPUTER	01-4300	Technology Supplies		30.00
12070215	03/27/2014	BMI Educational Services, Inc.	01-4200	Novels		193.07
12070216	03/27/2014	CA DEPT OF EDUCATION	13-4700	Food Distribution Program		286.00
12070217	03/27/2014	CA Water Service Company	01-5530	KCHS Water		811.72
12070218	03/27/2014	CASEY PRINTING, INC	01-4300	Paper Supplies		57.94
12070219	03/27/2014	Culligan Water Conditioning	13-5800	Water Conditioning		84.34
12070220	03/27/2014	Dannis Woliver Kelley / DWK	01-5810	Matter #010313		351.00
12070221	03/27/2014	DATAFLOW BUSINESS SYSTEMS	01-4300	copier staples		88.13
12070222	03/27/2014	DICK BLICK COMPANY	01-4300	Art Supplies		138.97
12070223	03/27/2014	EDEN RADIO, Inc	01-4400	Communication Radios		768.35
12070224	03/27/2014	ETS/CAHSEE Support	01-5800	CAHSEE		750.00
12070225	03/27/2014	Fastenal Company	01-4300	Maintenance Supplies		51.97
12070226	03/27/2014	Foster Farms Dairy	13-4700	Cafeteria		1,270.56
12070227	03/27/2014	GREENFIELD TRUE VALUE	01-4300	Maintenance Supplies		18.21

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Checks Dated 03/01/2014 through 03/31/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
12070228	03/27/2014	HOME DEPOT CREDIT SERVICES Dept. 32-2501271344	01-4300	Supplies		440.70
12070229	03/27/2014	Honor's Program, The	01-4300	Graduation Materials		357.75
12070230	03/27/2014	KING CITY TRUE VALUE HARDWARE	01-4300	supplies		9.05
12070231	03/27/2014	LOZANO SMITH	01-5810	Matter #01124-00001		738.51
12070232	03/27/2014	Mail Finance	01-5630	Open for Monthly Lease		158.06
12070233	03/27/2014	Maria S. Monroy	01-5800	SPED Transportation		758.96
12070234	03/27/2014	MATRANGA WHOLESALE FLORISTS	01-4300	Open PO for Matranga		310.14
12070235	03/27/2014	NASCO	01-4300	ROP Livestock - Class Supplies		268.61
12070236	03/27/2014	O'Reilly Automotive Stores, Inc	01-4300	Open for Supplies and Materials		97.73
12070237	03/27/2014	OFFICE DEPOT BUSINESS SERVICES	01-4300	AIG Ag Dept	8.08	
				Library Supplies	90.30	
				Materials and Supplies	305.08	
				Office Supplies	1,361.04	
				Supplies and Materials	131.13	
				Technology Supplies	393.30	2,288.93
12070238	03/27/2014	PACIFIC GAS AND ELECTRIC CO	01-5510	Utilities		930.91
12070239	03/27/2014	Rainbow Printing Inc/dba	01-4300	Graduation Program Paper		97.65
12070240	03/27/2014	SAFETY KLEEN CORP	01-5800	Open PO for Supplies and Materials		243.49
12070241	03/27/2014	SAFEWAY INC	01-4300	Supplies for Board Study Sessions		59.54
12070242	03/27/2014	SAN JOAQUIN CTY OFF OF ED	01-5800	EdJoin Admin subscription		300.00
12070243	03/27/2014	Sandra A. Madrid	01-5800	Aeries Consultant		400.00
12070244	03/27/2014	SCHOLASTIC INC	01-4100	Order Ref 43041778		554.68
12070245	03/27/2014	TORO PETROLEUM CORP	01-4310	Gas Ag Incentive	199.89	
				Open PO for Supplies and Materials	2,740.52	2,940.41
12070246	03/27/2014	VERIZON WIRELESS SVCS LLC	01-5910	Wireless Modem		275.42
12070247	03/27/2014	WARD'S NATURAL SCIENCE	01-4300	Science Supplies		1,740.75
Total Number of Checks					163	264,068.38

	Count	Amount
Cancel	1	114.00
Net Issue		263,954.38

Fund Summary

Fund	Description	Check Count	Expensed Amount
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Checks Dated 03/01/2014 through 03/31/2014

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	148	251,952.82
13	Cafeteria Fund	12	9,231.18
25	Capital Facilities Fund	2	1,557.34
35	School Facility Program (Regul	1	1,213.04
Total Number of Checks		162	263,954.38
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			263,954.38

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Fund 01 - General Fund		Fiscal Year 2014 through 03/31/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Revenue Limit	(8010-8099)	14,227,123.00	11,245,225.45		2,981,897.55	21%
Federal Revenue	(8100-8299)	1,322,830.00	403,194.78		919,635.22	70%
Other State Revenue	(8300-8599)	1,379,589.00	936,020.64		443,568.36	32%
Other Local Revenue	(8600-8799)	732,768.00	819,075.30		(86,307.30)	(12)%
Total Revenue		17,662,310.00	13,403,516.17		4,258,793.83	24%
EXPENSES						
Certified Salaries	(1000-1999)	6,959,732.00	5,503,179.23	.00	1,456,552.77	21%
Classified Salaries	(2000-2999)	2,131,272.00	1,542,742.75	.00	588,529.25	28%
Employee Benefits	(3000-3999)	2,820,092.00	2,069,040.15	.00	751,051.85	27%
Supplies and Services	(4000-4999)	952,763.00	711,830.16	103,346.04	137,586.80	14%
Services & Operating Expenses	(5000-5999)	3,773,789.00	1,361,198.96	546,490.99	1,866,099.05	49%
Capital Outlays	(6000-6999)	64,399.00	64,398.75	.00	0.25	0%
Other Outgo	(7100-7299, 7400-7499)	1,566,845.00	1,065,062.17	.00	501,782.83	32%
Total Expenses		18,268,892.00	12,317,452.17	649,837.03	5,301,602.80	29%
Operating Surplus/(Deficit)		(606,582.00)	1,086,064.00	436,226.97		
OTHER FINANCING SOURCES/USES						
Interfund Transfers Out	(7610-7629)	47,673.00	.00	.00	47,673.00	100%
Total Other Financing Sources		(47,673.00)	.00	.00	(47,673.00)	100%
Net Surplus/(Deficit)		(654,255.00)	1,086,064.00	436,226.97		
Beginning Fund Balance		2,149,955.00	2,149,947.34	2,149,947.34		
Net Ending Fund Balance		\$1,495,700.00	\$3,236,011.34	\$2,586,174.31		
<i>*** calculated ***</i>						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		1,495,700.00	.00			
Ending Fund Balance		1,495,700.00	.00			

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Approval of Surplus Desks

MEETING: April 16, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☒ Ensure that Facilities are Safe for Staff and Students
- ☐ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

There are 200 damaged desks that need to be declared surplus. New desks have been ordered to replace the damaged ones.


Recommendation:

The recommendation is being made for the State Administrator to approve the damaged desks as surplus.

Fiscal Impact:


None

Submitted By:



John Sims
Director of MOTF

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Approval of Contract for Consulting Services –
Eduneering, Inc.

MEETING: April 16, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☒ ACTION/CONSENT

Board Goals:

- ☒ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☒ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The District is requesting approval of the consulting contract with Eduneering, Inc. Sandy Sanford, a DAIT Provider, who will work directly with administration, coaches, and teachers in the implementation of Common Core State Standards and effective instructional strategies to engage students in their learning.

Recommendation:

The recommendation is being made for the State Administrator to approve the contract with Eduneering, Inc. Sandy Sanford, a DAIT Provider.

Fiscal Impact:

The contract will not exceed \$6,000 (Title I, Program Improvement Funds).

Submitted By:



Wendy Pospichal, Ed.D.
Assistant Superintendent Administrative Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
800 BROADWAY
KING CITY, CA 93930**

AGREEMENT TO FURNISH CONSULTANT SERVICES

Pursuant to California Education Code 10400, South Monterey County Joint Union High School District, hereinafter called "District," has need of the specialized services of Eduneering, Inc. an independent contractor, hereinafter called "Consultant," for the period specified in Article I. "TERM."

Consultant shall be, for the purposes of this agreement, an independent contractor and shall not be deemed an employee of the District for any purpose.

District may provide such supplies and equipment as shown herein for the convenience of CONSULTANT and such accommodation shall not operate as an indication of employment.

I. TERM:

The effective date of the agreement is April 1, 2013 and it terminates June 30, 2014 unless sooner terminated as provided herein.

II. PAYMENT LIMIT

- Consultant shall be compensated at the daily rate of \$1500.
- Not to exceed a total of 4 days of service.
- Total payment(s) to Consultant, under this contract shall not exceed \$6,000.

III. DISTRICT OBLIGATION:

Inconsideration of Consultant's provision of service(s) as described in the Consultants Services Description and subject to the payment limit expressed herein, the District shall pay the Consultant, upon documented evidence of completion of service(s), payment according to the fee schedule listed within thirty (30) days of billing.

IV. CONSULTANT'S OBLIGATION

The consultant shall provide service(s) as described in the Consultant Service Description.

V. CONSULTANT SERVICE DESCRIPTION

Scope of Work: The Consultant will work directly with the Assistant Superintendent to create and establish a capacity model with the focus on support and accountability at the district, site and classroom levels. This will include professional development for teachers, coaches, and administrators in the implementation of Common Core State Standards and effective instructional strategies to engage students in their learning; direct site support for coaches to increase their effectiveness, and may include classroom walk-through support and feedback for administrators.

VI. CONFIDENTIALITY

In the course of performing consulting services, the parties realize that the Consultant may come in contact with or become familiar with information which may be considered confidential. Consultant agrees to keep all such information confidential and not to discuss or divulge it to anyone other than South Monterey County Joint Union High School District.

VII. ASSIGNMENT

This agreement is for personal services to be performed by Consultant and may not be assigned to, sub-let to or performed by any person or persons who are not parties hereto except by employees of Consultant whose names and qualifications have been approved by District.

VIII. TERMINATION OF AGREEMENT

This agreement shall terminate on the last day as written in Article I except:

- a. District may terminate agreement at any time if Consultant does not perform, or refuses to perform according to this Agreement.
- b. District and Consultant may terminate agreement at any time with mutual written consent.
- c. Days of service are completed prior to September 30, 2014.
- d. In the event of early termination, Consultant shall be paid for all work or services performed to the date of termination together with an amount for approved expenses due and owing.

IX. DISTRICT'S RIGHT OF RETENTION

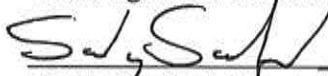
District shall become the owner of and entitled to exclusive possession of all records, documents, files, graphs, photographic or other reproductions of any kind produced in the scope of services performed and no other uses thereof will be permitted except by permission of the District.

X. EXTENSION OF TERM

By mutual consent of the parties hereto the term of service described herein in Article I may be extended by reformation of this Agreement and the attachment hereto of an addendum mutually executed setting forth the extended term.

XI. SIGNATURES

These signatures attest the parties' agreement hereto:


Sandy Sanford / Consultant

CONTRACT OFFICER OF THE
South Monterey County Joint Union High School District

4-7-14

Date

Date

43-2066058

Social Security Number of Consultant *

* *Whenever organizational names are used, the Employer IRS Identification Number must be used instead of a Social Security Number.*

Preferred contact information:

Sandy Sanford / Consultant

P.O. Box 1113 Wildomar, CA 92595

Mailing Address (number, street name, city, state and zip code: Please Print)

Phone number 951-695-2953
Cell Phone

Account code: _____

CBO signature _____ Date: _____

Routing:

1. Immediate supervisor
2. CBO, for coding and presentation to Board
3. After Board (State Administrator) approval, CBO for processing

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Revenue and Expenditures Report

MEETING: April 16, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☒ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Included is the Fiscal Year to date Revenues and Expenditures Report for each fund.

Recommendation:

This is an information item only.

Fiscal Impact:

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Fund 13 - Cafeteria Fund		Fiscal Year 2014 through 03/31/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Federal Revenue	(8100-8299)	375,000.00	215,462.57		159,537.43	43%
Other State Revenue	(8300-8599)	35,000.00	16,789.32		18,210.68	52%
Other Local Revenue	(8600-8799)	79,500.00	73,169.74		6,330.26	8%
Total Revenue		489,500.00	305,421.63		184,078.37	38%
EXPENSES						
Classified Salaries	(2000-2999)	81,646.00	64,439.36	.00	17,206.64	21%
Employee Benefits	(3000-3999)	45,851.00	36,084.80	.00	9,766.20	21%
Supplies and Services	(4000-4999)	399,858.00	295,783.50	37,378.13	66,696.37	17%
Services & Operating Expenses	(5000-5999)	9,447.00	16,997.80	2,274.56	(9,825.36)	(104)%
Capital Outlays	(6000-6999)	.00	10,831.70	.00	(10,831.70)	0%
Total Expenses		536,802.00	424,137.16	39,652.69	73,012.15	14%
Operating Surplus/(Deficit)		(47,302.00)	(118,715.53)	(158,368.22)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8910-8929)	47,673.00	.00		47,673.00	100%
Total Other Financing Sources		47,673.00	.00		47,673.00	100%
Net Surplus/(Deficit)		371.00	(118,715.53)	(158,368.22)		
Net Ending Fund Balance		\$371.00	(\$118,715.53)	(\$158,368.22)		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		371.00	.00			
Ending Fund Balance		371.00	.00			

Fund 17 - Special Reserve Fund for Other		Fiscal Year 2014 through 03/31/2014			
		Budget	Actual	Encumbrance	Balance Avail
REVENUE					
Other Local Revenue	(8600-8799)	14,800.00	10,469.34		4,330.66 29%
Total Revenue		14,800.00	10,469.34		4,330.66 29%
Operating Surplus/(Deficit)		14,800.00	10,469.34	10,469.34	
Net Surplus/(Deficit)		14,800.00	10,469.34	10,469.34	
Beginning Fund Balance		2,970,359.00	2,970,358.68	2,970,358.68	
Net Ending Fund Balance		\$2,985,159.00	\$2,980,828.02	\$2,980,828.02	
*** calculated ***					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790		2,985,159.00	.00		
Ending Fund Balance		2,985,159.00	.00		

Fund 25 - Capital Facilities Fund		Fiscal Year 2014 through 03/31/2014				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUE						
Other Local Revenue	(8600-8799)	10,000.00	62,054.63		(52,054.63)	(521)%
Total Revenue		10,000.00	62,054.63		(52,054.63)	(521)%
EXPENSES						
Services & Operating Expenses	(5000-5999)	.00	1,557.34	.00	(1,557.34)	0%
Other Outgo	(7100-7299, 7400-7499)	104,674.00	104,672.76	.00	1.24	0%
Total Expenses		104,674.00	106,230.10	.00	(1,556.10)	(1)%
Operating Surplus/(Deficit)		(94,674.00)	(44,175.47)	(44,175.47)		
Net Surplus/(Deficit)		(94,674.00)	(44,175.47)	(44,175.47)		
Beginning Fund Balance		453,682.00	453,681.54	453,681.54		
Net Ending Fund Balance		\$359,008.00	\$409,506.07	\$409,506.07		
*** calculated ***						
Components of Ending Fund Balance						
Undesignated/Unappropriated - 9790		359,008.00	.00			
Ending Fund Balance		359,008.00	.00			

Fund 35 - School Facility Program (Regul		Fiscal Year 2014 through 03/31/2014			
		Budget	Actual	Encumbrance	Balance Avail
REVENUE					
Other Local Revenue	(8600-8799)	3,300.00	2,003.35		1,296.65 39%
Total Revenue		3,300.00	2,003.35		1,296.65 39%
EXPENSES					
Services & Operating Expenses	(5000-5999)	.00	14,030.40	.00	(14,030.40) 0%
Capital Outlays	(6000-6999)	.00	285,796.83	204,451.23	(490,248.06) 0%
Total Expenses		.00	299,827.23	204,451.23	(504,278.46) 0%
Operating Surplus/(Deficit)		3,300.00	(297,823.88)	(502,275.11)	
Net Surplus/(Deficit)		3,300.00	(297,823.88)	(502,275.11)	
Beginning Fund Balance		564,452.00	564,451.23	564,451.23	
Net Ending Fund Balance		\$567,752.00	\$266,627.35	\$62,176.12	
*** calculated ***					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790		567,752.00	.00		
Ending Fund Balance		567,752.00	.00		

Fund 56 - Debt Service Fund		Fiscal Year 2014 through 03/31/2014			
	Budget	Actual	Encumbrance	Balance	Avail
Beginning Fund Balance	1,248,728.00	1,248,727.02	1,248,727.02		
Net Ending Fund Balance	\$1,248,728.00	\$1,248,727.02	\$1,248,727.02		
*** calculated ***					
Components of Ending Fund Balance					
Undesignated/Unappropriated - 9790	1,248,728.00	.00			
Ending Fund Balance	1,248,728.00	.00			

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Monthly Cash Flow Report

MEETING: April 16, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☒ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Attached is the cash flow summary report.

Fund 01 – General Fund
Fund 09 – Charter School Fund
Fund 13 – Cafeteria Fund
Fund 14 – Deferred Maintenance
Fund 17 – Special Reserve Fund
Fund 25 – Capital Facilities Program
Fund 35 – School Facility Program
Fund 56 – Debt Service

Recommendation:


This is an information item only.

Fiscal Impact:

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

Fund 01 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		192,857.58	1,600,939.80	1,347,845.74	1,707,901.79	1,536,844.35	616,352.39	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019		1,228,378.00	1,172,371.00	1,655,812.00	1,186,439.99		501,473.00	
Property Taxes	8020-8079				18,533.72	3,632.83	73,665.88	2,828,802.65	
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299				422,270.66	211,573.61		97,073.00	
Other State Revenues	8300-8599		35,166.00		197,100.00	66,550.62	301,534.00	18,595.00	
Other Local Revenues	8600-8799			66,965.56	123,382.30	92,824.43	44,202.59	59,007.91	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	1,263,544.00	1,239,336.56	2,417,098.68	1,130,608.60	419,402.47	3,467,761.56	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999		80,348.05	657,946.37	644,688.18	686,231.49	680,850.33	87,242.00	
Classified Salaries	2000-2999		101,988.10	282,859.78	159,506.17	164,737.82	171,688.94	172,470.98	
Employee Benefits	3000-3999		72,883.43	246,090.50	240,997.82	244,505.23	254,098.64	94,254.25	
Papen and Supplies	4000-4999		21,646.90	97,440.02	69,223.79	98,797.88	44,827.05	17,833.52	
Services	5000-5999		174,238.54	102,491.18	119,667.58	185,146.40	188,571.89	110,319.90	
Capital Outlays	6000-6599				64,398.75				
Other Outgo	7000-7499		11,707.90	24,586.59	915,548.56	24,634.63	12,754.11		
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	462,812.92	1,411,414.44	2,214,030.85	1,404,053.45	1,327,282.74	482,120.65	
D. BALANCE SHEET									
TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199	900,028.52	319,785.94	310,785.94	580,176.03	44,815.71			
Accounts Receivable	9200-9299	2,099,739.92	1,145,951.25	433,732.06	355,176.47	164,880.14			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330	2,711.00			2,056.50			654.50	
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		3,002,479.44	826,165.31	122,946.12	937,409.00	120,064.43	.00	654.50	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 01 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599	474,580.94	218,826.25-	203,961.67-	209,630.72-	17,570.42-	12,611.29-	18,877.45	
Due To Other Funds	9610	148,538.08			148,538.08-				
Current Loans	9640								
Deferred Revenues	9650	422,270.66			422,270.66-				
Undefined Objects									
SUBTOTAL LIABILITIES		1,045,389.68	218,814.17-	203,962.30-	780,420.78-	17,677.02-	12,611.69-	19,966.86	
Nonoperating									
Suspense Clearing	9910		12.08	.63-	18.68	106.60-	.40-	1,089.41	
TOTAL BALANCE SHEET TRANSACTIONS		1,957,089.76-	607,351.14	81,016.18-	156,988.22	102,387.41	12,611.69-	20,621.36	
E. NET INCREASE/DECREASE B - C + D			1,408,082.22	253,094.06-	360,056.05	171,057.44-	920,491.96-	3,006,262.27	
F. ENDING CASH (A + E)			1,600,939.80	1,347,845.74	1,707,901.79	1,536,844.35	616,352.39	3,622,614.66	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 01 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	3,622,614.66	2,536,756.06	2,219,142.03					
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019	461,736.00	489,373.00	1,038,800.00				7,734,382.99	9,529,824.00
Property Taxes	8020-8079	143,623.99	359,896.44	89,952.61				3,510,842.46	4,802,118.00
Miscellaneous Funds	8080-8099								104,819.00-
Federal Revenues	8100-8299	20,115.00	40,578.73	34,731.00				403,194.78	1,322,830.00
Other State Revenues	8300-8599	99,464.51		254,800.51				936,020.64	1,379,589.00
Other Local Revenues	8600-8799	291,172.80	85,209.65	56,310.06				819,075.30	732,768.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		1,016,112.30	975,057.82	1,474,594.18	.00	.00	.00	13,403,516.17	17,662,310.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,334,295.38	653,750.71	677,826.72				5,503,179.23	6,959,732.00
Classified Salaries	2000-2999	155,577.61	163,374.62	170,538.73				1,542,742.75	2,131,272.00
Employee Benefits	3000-3999	425,835.90	241,182.42	249,191.96				2,069,040.15	2,820,092.00
Prints and Supplies	4000-4999	48,435.79	272,520.14	41,105.07				711,830.16	952,763.00
Postages	5000-5999	96,066.88	178,169.83	206,526.76				1,361,198.96	3,773,789.00
Capital Outlays	6000-6599							64,398.75	64,399.00
Other Outgo	7000-7499	64,956.18	18,191.21	18,191.21				1,065,062.17	1,566,845.00
Interfund Transfers Out	7600-7629								47,673.00
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		2,125,167.74	1,527,188.93	1,363,380.45	.00	.00	.00	12,317,452.17	18,316,565.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199							95,211.56-	
Accounts Receivable	9200-9299		218,035.50					2,317,775.42	
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330							2,711.00	
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	218,035.50	.00	.00	.00	.00	2,225,274.86	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 01 - Actuals through March								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599	23,340.38	16,507.42	17,183.82				586,691.28-	
Due To Other Funds	9610							148,538.08-	
Current Loans	9640								
Deferred Revenues	9650							422,270.66-	
Undefined Objects									
SUBTOTAL LIABILITIES		23,196.84	16,481.58	17,183.82	.00	.00	.00	1,156,656.86-	
Nonoperating									
Suspense Clearing	9910	143.54	25.84					843.16	
TOTAL BALANCE SHEET TRANSACTIONS		23,196.84	234,517.08	17,183.82	.00	.00	.00	1,068,618.00	
E. NET INCREASE/DECREASE B - C + D		1,085,858.60-	317,614.03-	128,397.55	.00	.00	.00	2,154,682.00	654,255.00-
F. ENDING CASH (A + E)		2,536,756.06	2,219,142.03	2,347,539.58					
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 09 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		1,884.57-	1,884.57-	1,884.57-	.00	.00	.00	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Materials and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299		87,641.00	34,672.00		122,313.00-			
Due From Other Funds	9310	1,884.57-			1,884.57				
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		1,884.57-	87,641.00	34,672.00	1,884.57	122,313.00-	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 09 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599		87,641.00-	34,672.00-		122,313.00			
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	87,641.00-	34,672.00-	.00	122,313.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		1,884.57-	.00	.00	1,884.57	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D			.00	.00	1,884.57	.00	.00	.00	
F. ENDING CASH (A + E)			1,884.57-	1,884.57-	.00	.00	.00	.00	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 09 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.00	.00	.00					
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Prints and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310							1,884.57	
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	1,884.57	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 09 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	1,884.57	
E. NET INCREASE/DECREASE									
B - C + D		.00	.00	.00	.00	.00	.00	1,884.57	.00
F. ENDING CASH (A + E)		.00	.00	.00					
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fund 13 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		150,338.61-	150,507.63-	167,055.99-	43,592.72-	171,943.08-	104,536.40-	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299				1,183.47		87,485.04	52,422.64	
Other State Revenues	8300-8599				140.92		6,772.60	4,083.08	
Other Local Revenues	8600-8799					424.16-	158.16-	43,212.08	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	1,324.39	424.16-	94,099.48	99,717.80	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999			10,151.69	8,874.00	7,612.04	6,620.23	6,752.54	
Employee Benefits	3000-3999			6,312.33	6,160.77	3,915.95	2,953.84	2,950.12	
Supplies and Supplies	4000-4999				193.08	112,900.38	11,880.60	88,976.50	
Offices	5000-5999			84.34	2,045.63	3,921.99	5,238.13	1,931.01	
Capital Outlays	6000-6599				10,831.70				
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	16,548.36	28,105.18	128,350.36	26,692.80	100,610.17	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199	254.57-			203.08				
Accounts Receivable	9200-9299	3,599.55-			3,387.47	424.16		212.08-	
Due From Other Funds	9310	146,653.51-			146,653.51				
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		150,507.63-	.00	.00	150,244.06	424.16	.00	212.08-	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 13 - Actuals through March									Fiscal Year 2013/14
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599	169.02	169.02-						
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		169.02	169.02-	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		150,338.61-	169.02-	.00	150,244.06	424.16	.00	212.08-	
E. NET INCREASE/DECREASE B - C + D			169.02-	16,548.36-	123,463.27	128,350.36-	67,406.68	1,104.45-	
F. ENDING CASH (A + E)			150,507.63-	167,055.99-	43,592.72-	171,943.08-	104,536.40-	105,640.85-	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 13 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	105,640.85-	160,260.97-	163,799.19-					
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299		40,428.56	33,942.86				215,462.57	375,000.00
Other State Revenues	8300-8599		3,149.13	2,643.59				16,789.32	35,000.00
Other Local Revenues	8600-8799		118.80-	30,658.78				73,169.74	79,500.00
Interfund Transfers In	8910-8929								47,673.00
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	43,458.89	67,245.23	.00	.00	.00	305,421.63	537,173.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999	7,199.73	8,944.23	8,284.90				64,439.36	81,646.00
Employee Benefits	3000-3999	4,274.13	4,820.68	4,696.98				36,084.80	45,851.00
Prints and Supplies	4000-4999	41,714.00	31,357.55	8,761.39				295,783.50	399,858.00
Postages	5000-5999	1,432.26	1,874.65	469.79				16,997.80	9,447.00
Capital Outlays	6000-6599							10,831.70	
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		54,620.12	46,997.11	22,213.06	.00	.00	.00	424,137.16	536,802.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199							203.08	
Accounts Receivable	9200-9299							3,599.55	
Due From Other Funds	9310							146,653.51	
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	150,456.14	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 13 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599							169.02-	
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	169.02-	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	150,287.12	
E. NET INCREASE/DECREASE B - C + D		54,620.12-	3,538.22-	45,032.17	.00	.00	.00	31,571.59	371.00
F. ENDING CASH (A + E)		160,260.97-	163,799.19-	118,767.02-					
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 14 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		.00	.00	.00	.00	.00	.00	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Prints and Supplies	4000-4999								
Services	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 14 - Actuals through March									
Fiscal Year 2013/14									
	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D			.00	.00	.00	.00	.00	.00	
F. ENDING CASH (A + E)			.00	.00	.00	.00	.00	.00	
G. Ending Cash, Plus Cash Accruals and Adjustments									

Fund 14 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.00	.00	.00					
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Trains	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection: Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 14 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D		.00	.00	.00	.00	.00	.00	.00	.00
F. ENDING CASH (A + E)		.00	.00	.00					
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 17 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		2,970,358.68	2,970,358.68	2,970,358.68	2,974,098.66	2,974,098.66	2,977,347.40	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799					3,739.98	3,248.74		
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	3,739.98	3,248.74	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Contracts and Supplies	4000-4999								
Grants	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299				3,739.98	3,739.98-			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	3,739.98	3,739.98-	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 17 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	3,739.98	3,739.98	.00	.00	
E. NET INCREASE/DECREASE B - C + D			.00	.00	3,739.98	.00	3,248.74	.00	
F. ENDING CASH (A + E)			2,970,358.68	2,970,358.68	2,974,098.66	2,974,098.66	2,977,347.40	2,977,347.40	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 17 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	2,977,347.40	2,977,347.40	2,980,828.02					
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799		3,480.62					10,469.34	14,800.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	3,480.62	.00	.00	.00	.00	10,469.34	14,800.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Prints and Supplies	4000-4999								
Postages	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 17 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D		.00	3,480.62	.00	.00	.00	.00	10,469.34	14,800.00
F. ENDING CASH (A + E)		2,977,347.40	2,980,828.02	2,980,828.02					
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 25 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		453,681.54	453,681.54	458,987.22	459,658.23	460,438.19	475,700.09	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799			5,305.68		1,450.97	15,261.90	13,271.44	
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	5,305.68	.00	1,450.97	15,261.90	13,271.44	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Parks and Supplies	4000-4999								
Utilities	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499							104,672.76	
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	104,672.76	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299				671.01	671.01-			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	671.01	671.01-	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

ESCAPE ONLINE

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Fund 25 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	671.01	671.01-	.00	.00	
E. NET INCREASE/DECREASE B - C + D			.00	5,305.68	671.01	779.96	15,261.90	91,401.32-	
F. ENDING CASH (A + E)			453,681.54	458,987.22	459,658.23	460,438.19	475,700.09	384,298.77	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 25 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	384,298.77	384,298.77	392,833.81					
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799		8,535.04	18,229.60				62,054.63	10,000.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	8,535.04	18,229.60	.00	.00	.00	62,054.63	10,000.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Printing and Supplies	4000-4999								
Services	5000-5999			1,557.34				1,557.34	
Capital Outlays	6000-6599								
Other Outgo	7000-7499							104,672.76	104,674.00
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	1,557.34	.00	.00	.00	106,230.10	104,674.00
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection: Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 25 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D		.00	8,535.04	16,672.26	.00	.00	.00	44,175.47-	94,674.00-
F. ENDING CASH (A + E)		384,298.77	392,833.81	409,506.07					
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 35 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		571,259.63	564,451.23	564,451.23	559,741.39	558,241.39	558,841.21	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799					730.32	618.39		
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	730.32	618.39	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Supplies and Supplies	4000-4999								
Grants	5000-5999					1,500.00			
Capital Outlays	6000-6599				5,440.16		18.57		
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	5,440.16	1,500.00	18.57	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299				730.32	730.32-			
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	730.32	730.32-	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 35 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599	6,808.40	6,808.40-						
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		6,808.40	6,808.40-	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		6,808.40	6,808.40-	.00	730.32	730.32-	.00	.00	
E. NET INCREASE/DECREASE									
B - C + D			6,808.40-	.00	4,709.84-	1,500.00-	599.82	.00	
F. ENDING CASH (A + E)			564,451.23	564,451.23	559,741.39	558,241.39	558,841.21	558,841.21	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 35 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	558,841.21	268,398.79	267,840.39					
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799		654.64					2,003.35	3,300.00
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	654.64	.00	.00	.00	.00	2,003.35	3,300.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Grants	5000-5999	10,104.32	1,213.04	1,213.04				14,030.40	
Capital Outlays	6000-6599	280,338.10						285,796.83	
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		290,442.42	1,213.04	1,213.04	.00	.00	.00	299,827.23	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 35 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599							6,808.40-	
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	6,808.40-	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	6,808.40-	
E. NET INCREASE/DECREASE B - C + D		290,442.42-	558.40-	1,213.04-	.00	.00	.00	304,632.28-	3,300.00
F. ENDING CASH (A + E)		268,398.79	267,840.39	266,627.35					
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 56 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
A. BEGINNING CASH	9110		.00	.00	.00	.00	.00	.00	
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Contracts and Supplies	4000-4999								
Commodities	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199	1,248,727.02							
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		1,248,727.02	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 56 - Actuals through March

Fiscal Year 2013/14

	Object	Beginning Balance	July	August	September	October	November	December	
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		1,248,727.02-	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D			.00	.00	.00	.00	.00	.00	
F. ENDING CASH (A + E)			.00	.00	.00	.00	.00	.00	
G. Ending Cash, Plus Cash Accruals and Adjustments									

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Fund 56 - Actuals through March

Fiscal Year 2013/14

	Object	January	February	March	April	May	June	Total	Budget
A. BEGINNING CASH	9110	.00	.00	.00					
B. RECEIPTS									
Revenue Limit									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenues	8100-8299								
Other State Revenues	8300-8599								
Other Local Revenues	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
Undefined Objects									
TOTAL RECEIPTS		.00	.00	.00	.00	.00	.00	.00	
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Supplies and Supplies	4000-4999								
Grants	5000-5999								
Capital Outlays	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
Undefined Objects									
TOTAL DISBURSEMENTS		.00	.00	.00	.00	.00	.00	.00	
D. BALANCE SHEET TRANSACTIONS									
Assets									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Undefined Objects									
SUBTOTAL ASSETS		.00	.00	.00	.00	.00	.00	.00	
(continued)									

Selection Grouped by Org, Fund, Filtered by (Org = 28, Actuals Thru Period = 9, Use SACS? = Y, Restricted? = Y, Cash JE Only? = N, Separate? = Y)

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Fund 56 - Actuals through March								Fiscal Year 2013/14	
	Object	January	February	March	April	May	June	Total	Budget
Liabilities									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Deferred Revenues	9650								
Undefined Objects									
SUBTOTAL LIABILITIES		.00	.00	.00	.00	.00	.00	.00	
Nonoperating									
Suspense Clearing	9910								
TOTAL BALANCE SHEET TRANSACTIONS		.00	.00	.00	.00	.00	.00	.00	
E. NET INCREASE/DECREASE B - C + D		.00	.00	.00	.00	.00	.00	.00	.00
F. ENDING CASH (A + E)		.00	.00	.00					
G. Ending Cash, Plus Cash Accruals and Adjustments									

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**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Site Enrollment, Attendance, and Referral Statistics **MEETING:** April 16, 2014

AGENDA SECTION:

☐ ACTION

☒ INFORMATION

☐ ACTION/CONSENT

Board Goals:

- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☒ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☐ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Attached are reports for each site indicating enrollment, attendance, and discipline.

Recommendation:

This is an information item only.


Fiscal Impact:

None

Submitted By:


Duane Wolgamott
Business Manager

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

King City High School

04/09/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 1

Month 8 - From 02/17/2014 Through 03/14/2014

Regular Program

Grade	Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N	O	P
															YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
9	TOTAL	18	247	0	247	2	245	6	161	4446	4279	237.72	96.37%	0	32106	132	243.23
10	TOTAL	18	242	0	242	3	239	39	150	4356	4167	231.50	96.53%	0	30937	132	234.37
11	TOTAL	18	197	1	198	1	197	19	107	3564	3438	191.00	96.98%	0	26524	132	200.94
12	TOTAL	18	185	1	186	1	185	7	101	3348	3240	180.00	96.98%	0	24433	132	185.10
Total 9-12		18	871	2	873	7	866	71	519	15714	15124	840.22	96.68%	0	114000	132	863.64
PROGRAM		18	871	2	873	7	866	71	519	15714	15124	840.22	96.68%	0	114000	132	863.64

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To the best of my knowledge, the information contained on this document is accurate and complete.

Principal Signature

Date

King City High School

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MONTHLY ATTENDANCE SUMMARY

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Month 8 - From 02/17/2014 Through 03/14/2014

Program F From Charter End of Year

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N	O	P
														YEAR TO DATE		
														Total Apport Attend	Days Taught	Total ADA (N/O)
11 TOTAL	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	26	132	0.20
12 TOTAL	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	57	132	0.43
Total 9-12	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	83	132	0.63
PROGRAM	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	83	132	0.63

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Principal Signature

Date

King City High School

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2013-2014

MONTHLY ATTENDANCE SUMMARY

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Month 8 - From 02/17/2014 Through 03/14/2014

Program H Home-Hospital

Grade	Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
															N Total Apport Attend	O Days Taught	P Total ADA (N/O)
9	TOTAL	18	1	0	1	0	1	0	18	18	0	0.00	0.00%	0	23	132	0.17
	Total 9-12	18	1	0	1	0	1	0	18	18	0	0.00	0.00%	0	23	132	0.17
	PROGRAM	18	1	0	1	0	1	0	18	18	0	0.00	0.00%	0	23	132	0.17

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Principal Signature

Date

King City High School

04/09/2014

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MONTHLY ATTENDANCE SUMMARY

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Month 8 - From 02/17/2014 Through 03/14/2014

Program I Independent Study

Grade	Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N	O	P
															YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
9	TOTAL	18	4	1	5	0	5	0	72	90	18	1.00	20.00%	0	206	132	1.56
10	TOTAL	18	11	1	12	0	12	1	185	216	30	1.67	13.95%	0	592	132	4.48
11	TOTAL	18	7	0	7	1	6	15	75	126	36	2.00	32.43%	0	424	132	3.21
12	TOTAL	18	4	1	5	0	5	16	38	90	36	2.00	48.65%	0	432	132	3.27
Total 9-12		18	26	3	29	1	28	32	370	522	120	6.67	24.49%	0	1654	132	12.53
PROGRAM		18	26	3	29	1	28	32	370	522	120	6.67	24.49%	0	1654	132	12.53

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Principal Signature

Date

King City High School

04/09/2014

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MONTHLY ATTENDANCE SUMMARY

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Month 8 - From 02/17/2014 Through 03/14/2014

Program S SPED

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N	O	P
														YEAR TO DATE		
														Total Apport Attend	Days Taught	Total ADA (N/O)
10 TOTAL	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	211	132	1.60
11 TOTAL	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	56	132	0.42
12 TOTAL	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	13	132	0.10
Total 9-12	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	280	132	2.12
PROGRAM	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	280	132	2.12

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Date

King City High School

4/9/2014

2013-2014

Discipline Distribution Report from 3/1/2014 to 3/31/2014

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Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
47	Disruption of School Activiti	2	1	-	1	-	1	1	2	-	-	-	-	-	-
52	Fighting (E) 48900 (a)(1)	2	1	1	-	-	-	2	2	-	-	-	-	-	-
75	Harassment, Threats or Inti	1	1	-	-	-	-	1	1	-	-	-	-	-	-
Totals:		5	3	1	1	-	1	4	5	-	-	-	-	-	-

Greenfield High School

04/09/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

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Month 8 - From 02/17/2014 Through 03/14/2014

Regular Program

		A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N	O	P	
															YEAR TO DATE			
															Total Apport Attend	Days Taught	Total ADA (N/O)	
Grade	Tchr Level No.																	
9	TOTAL	18	255	4	259	1	258	40	214	4662	4408	244.89	95.37%	0	32797	132	248.46	
10	TOTAL	18	236	0	236	3	233	30	262	4248	3956	219.78	93.79%	0	28704	132	217.45	
11	TOTAL	18	208	2	210	2	208	31	172	3780	3577	198.72	95.41%	1	26567	132	201.27	
12	TOTAL	18	184	0	184	0	184	0	159	3312	3153	175.17	95.20%	0	23397	132	177.25	
Total 9-12		18	883	6	889	6	883	101	807	16002	15094	838.56	94.92%	1	111465	132	844.43	
PROGRAM		18	883	6	889	6	883	101	807	16002	15094	838.56	94.92%	1	111465	132	844.43	

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To the best of my knowledge, the information contained on this document is accurate and complete.

Principal Signature

Date

Greenfield High School

04/09/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 2

Month 8 - From 02/17/2014 Through 03/14/2014

Program F From Charter End of Year

Grade	Tchr Level No.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
		Tchg Days	Enroll- ment Carried Fwd	Gains	Total Enroll- ment (B+C)	Losses	Ending Enroll- ment (D-E)	Days Not Enroll	Days Non- Apport Attend	Actual Days (A*D)	Total Apport Attend (A*D)-G-H	Total A.D.A. (J/A)	Percent Attend J/(A*D)-G	Loss at End of Last School Day	YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
12	TOTAL	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	73	132	0.55
	Total 9-12	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	73	132	0.55
	PROGRAM	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	73	132	0.55

To the best of my knowledge, the information contained on this document is accurate and complete.

Principal Signature

Date

Greenfield High School

04/09/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 3

Month 8 - From 02/17/2014 Through 03/14/2014

Program H Home-Hospital

Grade	Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N	O	P
															YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
10	TOTAL	18	1	0	1	0	1	0	0	18	18	1.00	100.00%	0	147	132	1.11
11	TOTAL	18	1	0	1	0	1	0	18	18	0	0.00	0.00%	0	64	132	0.48
12	TOTAL	18	3	0	3	0	3	0	1	54	53	2.94	98.15%	0	308	132	2.33
Total 9-12		18	5	0	5	0	5	0	19	90	71	3.94	78.89%	0	519	132	3.93
PROGRAM		18	5	0	5	0	5	0	19	90	71	3.94	78.89%	0	519	132	3.93

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To the best of my knowledge, the information contained on this document is accurate and complete.

Principal Signature

Date

Greenfield High School

04/09/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 4

Month 8 - From 02/17/2014 Through 03/14/2014

Program I Independent Study

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
9 TOTAL	18	6	0	6	0	6	0	64	108	44	2.44	40.74%	0	356	132	2.70
10 TOTAL	18	7	1	8	0	8	5	22	144	117	6.50	84.17%	0	621	132	4.70
11 TOTAL	18	8	0	8	0	8	0	60	144	84	4.67	58.33%	0	577	132	4.37
12 TOTAL	18	4	0	4	0	4	0	13	72	59	3.28	81.94%	0	701	132	5.31
Total 9-12	18	25	1	26	0	26	5	159	468	304	16.89	65.66%	0	2255	132	17.08
PROGRAM	18	25	1	26	0	26	5	159	468	304	16.89	65.66%	0	2255	132	17.08

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To the best of my knowledge, the information contained on this document is accurate and complete.

Principal Signature

Date

Greenfield High School

04/09/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 5

Month 8 - From 02/17/2014 Through 03/14/2014

Program S SPED

		A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	N	O	P
															YEAR TO DATE		
															Total Apport Attend	Days Taught	Total ADA (N/O)
Grade	Tchr Level No.																
11	TOTAL	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	251	132	1.90
12	TOTAL	18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	101	132	0.77
Total 9-12		18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	352	132	2.67
PROGRAM		18	0	0	0	0	0	0	0	0	0	0.00	0.00%	0	352	132	2.67

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To the best of my knowledge, the information contained on this document is accurate and complete.

Principal Signature

Date

Greenfield High School

04/09/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY

Page 6

Month 8 - From 02/17/2014 Through 03/14/2014

Program T SDC Transitional Program

Grade Tchr Level No.	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Actual Days (A*D)	J Total Apport Attend (A*D)-G-H	K Total A.D.A. (J/A)	L Percent Attend J/(A*D)-G	M Loss at End of Last School Day	YEAR TO DATE		
														N Total Apport Attend	O Days Taught	P Total ADA (N/O)
9 TOTAL	18	2	0	2	0	2	0	1	36	35	1.94	97.22%	0	111	57	1.95
10 TOTAL	18	5	0	5	0	5	0	8	90	82	4.56	91.11%	0	521	132	3.95
11 TOTAL	18	3	0	3	0	3	0	12	54	42	2.33	77.78%	0	329	132	2.49
12 TOTAL	18	4	0	4	0	4	0	5	72	67	3.72	93.06%	0	477	132	3.61
Total 9-12	18	14	0	14	0	14	0	26	252	226	12.56	89.68%	0	1438	132	10.89
PROGRAM	18	14	0	14	0	14	0	26	252	226	12.56	89.68%	0	1438	132	10.89

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To the best of my knowledge, the information contained on this document is accurate and complete.

Principal Signature

Date

Greenfield High School

4/9/2014

2013-2014

Discipline Distribution Report from 3/1/2014 to 3/31/2014

Page 1

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
18	*Property, Destruction of (E)	2	2	-	-	-	-	2	2	-	-	-	-	-	-
25	*Weapon, Possession of (1	-	1	-	-	-	1	1	-	-	-	-	-	-
36	Behavior, Defiance (E) 489	11	5	2	4	-	4	7	11	-	-	-	-	-	-
37	Behavior, Disobedience (E)	1	-	1	-	-	-	1	1	-	-	-	-	-	-
38	Behavior, Disruptive (E) 48	9	4	-	5	-	3	6	9	-	-	-	-	-	-
39	Behavior, Inappropriate (E)	1	-	-	1	-	1	-	1	-	-	-	-	-	-
42	Class, Leave without Permi	1	1	-	-	-	-	1	1	-	-	-	-	-	-
44	Contract, Behavior	1	-	-	1	-	-	1	1	-	-	-	-	-	-
47	Disruption of School Activiti	1	1	-	-	-	-	1	1	-	-	-	-	-	-
50	Dress, Inappropriate	1	-	-	1	-	1	-	1	-	-	-	-	-	-
57	Fighting (E) 48900 (a)(1)	1	-	1	-	-	1	-	-	-	-	-	-	-	1
64	Language, Obscene (E) 48	1	-	-	1	-	-	1	1	-	-	-	-	-	-
65	Language, Profanity (E) 48	4	1	-	3	-	4	-	4	-	-	-	-	-	-
76	School Rules, Violation of	1	1	-	-	-	-	1	1	-	-	-	-	-	-
Totals:		36	15	5	16	-	14	22	35	-	-	-	-	-	1

Portola-Butler Contin. High School

4/9/2014

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2013-2014

MONTHLY ATTENDANCE SUMMARY/CONTINUATION

Page 1

Month 8 - From 02/17/2014 Through 03/14/2014

Regular Program												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
10 TOTAL	18	1	2	3	0	3	21	99.00	84.00	0.00	84.00	1.56
11 TOTAL	18	33	3	36	1	35	6	1911.00	1763.00	20.00	1783.00	33.02
12 TOTAL	18	38	2	40	6	34	48	2016.00	1766.00	40.00	1806.00	33.44
PROGRAM TOTAL	18	72	7	79	7	72	75	4026.00	3613.00	60.00	3673.00	68.02

Program I Independent Study												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
11 TOTAL	18	0	1	1	0	1	3	45.00	45.00	0.00	45.00	0.83
PROGRAM TOTAL	18	0	1	1	0	1	3	45.00	45.00	0.00	45.00	0.83

Program X Fifth year senior												
	A	B	C	D	E	F	G	H	I	J	K	L
Grade Level	Days Taught	Enrollment Carried Forward	Gains	Total Enrollment (B+C)	Losses	Ending Enrollment (D-E)	Days Not Enrolld	Maximum Hours	Apportnd Hours	Credited Hours	Total Apportnd Hours (I+J)	TOTAL ADA (K / 3 / A)
12 TOTAL	18	3	0	3	0	3	0	162.00	96.00	7.00	103.00	1.91
PROGRAM TOTAL	18	3	0	3	0	3	0	162.00	96.00	7.00	103.00	1.91

Preparer's Signature

Date

Principal's Signature

Date

To the best of my knowledge, the information contained on this document is accurate and complete.

Portola-Butler Contin. High School

4/9/2014

2013-2014

Discipline Distribution Report from 3/1/2014 to 3/31/2014

Page 1

Code # and Name		Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)					
			9	10	11	12	F	M	Y	100	200	300	400	600	700
36	Behavior, Defiance (E) 489	1	-	-	1	-	1	-	1	-	-	-	-	-	-
38	Behavior, Disruptive (E) 48	1	-	-	1	-	1	-	1	-	-	-	-	-	-
39	Behavior, Inappropriate (E)	1	-	-	1	-	1	-	1	-	-	-	-	-	-
44	Contract, Behavior	1	-	-	1	-	-	1	1	-	-	-	-	-	-
50	Dress, Inappropriate	1	-	-	1	-	1	-	1	-	-	-	-	-	-
65	Language, Profanity (E) 48	2	-	-	2	-	2	-	2	-	-	-	-	-	-
Totals:		7	-	-	7	-	6	1	7	-	-	-	-	-	-

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: First Reading Board Policies

MEETING: April 16, 2014

AGENDA SECTION:

☐ **ACTION**

☒ **INFORMATION**

☐ **ACTION/CONSENT**

-
- ☐ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
 - ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
 - ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
 - ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
 - ☐ Ensure that Facilities are Safe for Staff and Students
 - ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The following Board Policies are presented as a first reading/revision for the Governing's Board Consideration:

BP 0410 Nondiscrimination in District Programs and Activities (revised)

BP 1312.3 Uniform Complaint Procedures (revised)

AR 1312.3 Uniform Complaint Procedures (revised)

BP 5145.3 Nondiscrimination Harassment (revised)

AR 5145.3 Nondiscrimination Harassment (new)

AR 6145.2 Athletic Competition (new)

BP 6173.1 Education for Foster Youth (revised)

AR 6173.1 Education for Foster Youth (revised)

BP 6176 Weekend Saturday Classes (revised)

BP 6177 Summer Learning Programs (revised)

BP 6179 Supplemental Instruction (revised)

BP 7214 General Obligation Bonds (revised)

Recommendation:

No action is necessary at this time as this is a first reading. All suggested changes should be presented at this time so the policies can be approved at the second reading.

Fiscal Impact:

No fiscal impact.

Submitted By:



Daniel R. Moirao, Ed. D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

BP 0410 Philosophy, Goals, Objectives and Comprehensive Plans

Nondiscrimination In District Programs And Activities

The Governing Board is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on *race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information*; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 4030 - *Nondiscrimination in Employment*)

(cf. 4032 - *Reasonable Accommodation*)

(cf. 4119.11/4219.11/4319.11 - *Sexual Harassment*)

(cf. 5131.2 - *Bullying*)

(cf. 5145.3 - *Nondiscrimination/Harassment*)

(cf. 5145.7 - *Sexual Harassment*)

(cf. 5146 - *Married/Pregnant/Parenting Students*)

(cf. 6145.2 - *Athletic Competition*)

(cf. 6164.4 - *Identification and Evaluation of Individuals for Special Education*)

(cf. 6164.6 - *Identification and Education Under Section 504*)

(cf. 6178 - *Career Technical Education*)

(cf. 6200 - *Adult Education*)

~~***Note: Pursuant to Education Code 221.5, as amended by AB 1266 (Ch. 85, Statutes of 2013), a district is required to permit a student to participate in sex-segregated school programs and activities, including athletic teams and competitions, and to use facilities consistent with the student's gender identity, regardless of his/her gender as listed on his/her educational records. It should be noted that an attempt is currently in progress to qualify a referendum on AB 1266 for the November 2014 ballot. However, even as the eventual outcome is unknown as of this writing, the district still has an obligation under other existing state and federal laws to accommodate the needs of transgender and gender-nonconforming students; see BP/AR 5145.3—Nondiscrimination/Harassment. Districts with questions about the rights of transgender and gender-nonconforming students should consult legal counsel as appropriate. For further information, see CSBA's policy brief Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students and its Interim Guidance Regarding Transgender Students, Privacy, and Facilities.***~~

Annually, the State Administrator/Superintendent or designee shall review district programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier. The State Administrator/Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - *Use of Facilities*)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the State Administrator/Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

~~The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand and, when required by law, in a language other than English.~~

~~***Note: Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must also be written in the primary language and may be answered by the parent/guardian in English or the primary language. In addition, 20 USC 6311 and 6312 require that districts receiving Title I funds provide parent/guardian notices in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians understand.***~~

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

(cf. 6163.2 - Animals At School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

The State Administrator/Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

(cf. 6020 - Parent Involvement)

Individuals with disabilities shall notify the State Administrator/Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
48985 Notices to parents in language other than English
51007 Legislative intent: state policy

GOVERNMENT CODE

11000 Definitions
11135 Nondiscrimination in programs or activities funded by state
11138 Rules and regulations
12900-12996 Fair Employment and Housing Act
54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime
422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act
1681-1688 Discrimination based on sex or blindness, Title IX
2301-2415 Carl D. Perkins Vocational and Applied Technology Act
6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

~~Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010~~

~~U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS~~

~~Notice of Non-Discrimination, January 1999~~

~~Protecting Students from Harassment and Hate Crime, January 1999~~

~~Nondiscrimination in Employment Practices in Education, August 1991~~

~~WEB SITES~~

~~CSBA: <http://www.esba.org>~~

~~California Department of Education: <http://www.cde.ca.gov>~~

~~Safe Schools Coalition: <http://www.casafeschoolseoalition.org>~~

~~Pacific ADA Center: <http://www.adapacific.org>~~

~~U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/oeo>
(11/99 7/03) 3/12~~

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

GOVERNMENT CODE

11000 Definitions

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11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

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CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

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106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, January 1999

Protecting Students from Harassment and Hate Crime, January 1999

Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

Pacific ADA Center: <http://www.adapacific.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act:

<http://www.ada.gov>

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: April 16, 2014

Adopted:

King City, California

BP 1312.3 Community Relations

Uniform Complaint Procedures

The Governing Board recognizes the district's primary responsibility to comply with applicable state and federal laws and regulations governing educational programs. The district shall investigate any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination, harassment, intimidation or bullying in district programs and activities based on actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4031 - Complaints Concerning Discrimination in Employment)

~~Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, and the development and adoption of the school safety plan.~~

~~*(cf. 0450 - Comprehensive Safety Plan)*~~
~~*(cf. 1312.1 - Complaints Concerning District Employees)*~~
~~*(cf. 1312.2 - Complaints Concerning Instructional Materials)*~~
~~*(cf. 3553 - Free and Reduced Price Meals)*~~
~~*(cf. 3555 - Nutrition Program Compliance)*~~
~~*(cf. 5141.4 - Child Abuse Prevention and Reporting)*~~
~~*(cf. 5148 - Child Care and Development)*~~
~~*(cf. 6159 - Individualized Education Program)*~~
~~*(cf. 6171 - Title I Programs)*~~
~~*(cf. 6174 - Education for English Language Learners)*~~
~~*(cf. 6175 - Migrant Education Program)*~~
~~*(cf. 6178 - Career Technical Education)*~~
~~*(cf. 6178.1 - Work Based Learning)*~~
~~*(cf. 6178.2 - Regional Occupational Center/Program)*~~
~~*(cf. 6200 - Adult Education)*~~

***Note: In addition, pursuant to Education Code 49013, as added by AB 1575 (Ch. 776, Statutes of 2012), districts are mandated to adopt policies and procedures authorizing complaints to be filed using the uniform complaint procedures when a district is alleged to have violated the prohibition against requiring students to pay fees, deposits, or other charges as defined in

~~Education Code 49010, unless authorized by law. For information about authorized student fees, see AR 3260 Fees and Charges. ***~~

Uniform complaint procedures shall also be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 3260 - Fees and Charges)
(cf. 3320 - Claims and Actions Against the District)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5148 - Child Care and Development)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)

The Board prohibits any form of retaliation against any complainant in the complaint process. The identity of a complainant alleging discrimination, harassment, intimidation, or bullying will remain confidential as appropriate. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving the problem through mediation, the State Administrator/Superintendent or designee shall initiate that process. The State Administrator/Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, the State Administrator/Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The district's Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments
4. Deficiency in the district's provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

~~200-262.4 Prohibition of discrimination~~

~~8200-8498 Child care and development programs~~

~~8500-8538 Adult basic education~~

~~18100-18203 School libraries~~

~~32289 School safety plan, uniform complaint procedures~~

~~35186 Williams uniform complaint procedures~~

~~37254 Intensive instruction and services for students who have not passed exit exam~~

~~41500-41513 Categorical education block grants~~

~~48985 Notices in language other than English~~

~~49060-49079 Student records~~

~~49490-49590 Child nutrition programs~~

~~52160-52178 Bilingual education programs~~

~~52300-52490 Career technical education~~

~~52500-52616.24 Adult schools~~

~~52800-52870 School-based program coordination~~

~~54000-54028 Economic impact aid programs~~

~~54100-54145 Miller-Unruh Basic Reading Act~~
~~54400-54425 Compensatory education programs~~
~~54440-54445 Migrant education~~
~~54460-54529 Compensatory education programs~~
~~56000-56867 Special education programs~~
~~59000-59300 Special schools and centers~~
~~64000-64001 Consolidated application process~~
GOVERNMENT CODE
~~11135 Nondiscrimination in programs or activities funded by state~~
~~12900-12996 Fair Employment and Housing Act~~
PENAL CODE
~~422.6 Interference with constitutional right or privilege~~
CODE OF REGULATIONS, TITLE 5
~~3080 Application of section~~
~~4600-4687 Uniform complaint procedures~~
~~4900-4965 Nondiscrimination in elementary and secondary education programs~~
UNITED STATES CODE, TITLE 20
~~6301-6577 Title I basic programs~~
~~6601-6777 Title II preparing and recruiting high quality teachers and principals~~
~~6801-6871 Title III language instruction for limited English proficient and immigrant students~~
~~7101-7184 Safe and Drug-Free Schools and Communities Act~~
~~7201-7283g Title V promoting informed parental choice and innovative programs~~
~~7301-7372 Title V rural and low income school programs~~

Management Resources:

WEB SITES

CSBA: <http://www.esba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

(11/04-1/06)-3/12

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

37254 Intensive instruction and services for students who have not passed exit exam

41500-41513 Categorical education block grants

48985 Notices in language other than English

49010-49013 Student fees
49060-49079 Student records
49490-49590 Child nutrition programs
52160-52178 Bilingual education programs
52300-52490 Career technical education
52500-52616.24 Adult schools
52800-52870 School-based program coordination
54000-54028 Economic impact aid programs
54100-54145 Miller-Unruh Basic Reading Act
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

6301-6577 Title I basic programs
6601-6777 Title II preparing and recruiting high quality teachers and principals
6801-6871 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr>

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: April 16, 2014

Adopted: King City, California

AR 1312.3 Community Relations

Uniform Complaint Procedures

~~***Note: 5 CCR 4621 mandates that the district's uniform complaint procedures be consistent with the procedures of 5 CCR 4600-4687.***~~

Except as the Governing Board may otherwise specifically provide in other Board policies, the uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)

~~***Note: The following paragraph is required pursuant to Education Code 234.1, as amended by AB 9 (Ch. 723, Statutes of 2011), and Education Code 48985.***~~

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

(cf. 5145.6 - Parental Notifications)

Compliance Officers

The following compliance officer(s) shall receive and investigate complaints and shall ensure district compliance with law:

Director of Curriculum & Instruction

800 Broadway Street
King City, CA 93930
831-385-0606, extension 4315

The State Administrator/Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the State Administrator/Superintendent or designee.

(cf. 9124 - Attorney)

Notifications

The State Administrator/Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. The district is primarily responsible for compliance with state and federal laws and regulations
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
 - c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination
 - d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision
 - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision

(cf. 5145.6 - Parental Notifications)

- f. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs or has committed unlawful discrimination.

All complaints shall be investigated and resolved within 60 days of the receipt of the complaint. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)

A complaint concerning unlawful discrimination, harassment, intimidation or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, and intimidation or bullying. The complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. However, upon written request by the complainant, the State Administrator/Superintendent or designee may extend the filing period for up to 90 days. (5 CCR 4630)

~~***Note: Education Code 49013, as added by AB 1575 (Ch. 776, Statutes of 2012), mandates districts to adopt procedures that allow for anonymous complaints to be filed when a district allegedly violates the prohibition against the charging of student fees.***~~

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

Within 10 days of receiving the complaint, the compliance officer shall provide *the complainant and/or his/her representative* an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

~~In accordance with law, the district shall provide the investigator with access to records and/or other information related to the allegation in the complaint. (5 CCR 4631)~~

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below, within 60 days of the district's receipt of the complaint. (5 CCR 4631)

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The

Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Step 5: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the district's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal. In addition, any decision concerning discrimination, harassment, intimidation or bullying complaint based on state law shall include a notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3)

If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

~~***Note: Pursuant to Education Code 49013, as added by AB 1575 (Ch. 776, Statutes of 2012), if the district, or the CDE on appeal, finds merit in the complaint alleging noncompliance with the law regarding student fees and charges, the district is required to provide a remedy as specified below, based on regulations to be adopted by the State Board of Education.***~~

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the State Administrator/Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in a complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures under State or Federal discrimination, harassment, intimidation or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

~~For discrimination complaints based on state law, a complainant shall wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law.~~

~~(3/02 1/06) 3/12~~

~~***Note: Pursuant to Education Code 262.3, a complainant alleging discrimination, harassment, intimidation, or bullying based on state law must wait until 60 calendar days after filing an appeal with the CDE before filing a civil suit, except when he/she is only seeking injunctive relief from the court such as an injunction or restraining order. The 60 day waiting period does not apply when the discrimination complaint is based on federal law. ***~~

For complaints alleging discrimination, harassment, intimidation and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination, harassment, intimidation and bullying complaints based on federal law. (Education Code 262.3)

(1/06 3/12) 1/13

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
 First Reading: April 16, 2014
 Adopted: King City, California

Students

Nondiscrimination/Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

~~The Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.~~

~~*(cf. 4131 - Staff Development)*~~

~~*(cf. 4231 - Staff Development)*~~

~~*(cf. 4331 - Staff Development)*~~

~~***Note: The following paragraph is optional and may be modified to reflect district practice. Pursuant to Education Code 234.1, a district is required to publicize its nondiscrimination policies to the school community.***~~

~~***Note: In addition, in its October 2010 Dear Colleague Letter: Harassment and Bullying, the~~

~~U.S. Department of Education's Office for Civil Rights identifies training of the school community as one of the key measures for minimizing discriminatory and harassing behavior in school. See the accompanying administrative regulation for specific measures to prevent discrimination and facilitate students' access to the educational program.***~~

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the educational program. He/she shall report his/her findings and recommendations to the Board after each review.

**(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1330 - Use of Facilities)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)**

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

*(cf. 1240 - Volunteer Assistance)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)*

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

*(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131 - Conduct)*

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Grievance Procedures

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

State Administrator / Superintendent
800 Broadway Street
King City, CA 93930
(831) 385-0606

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

(cf. 5145.7 - Sexual Harassment)

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel

that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 6163.4 - Student Use of Technology)

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

Legal Reference:

EDUCATION CODE

~~200 262.4 Prohibition of discrimination~~
~~48900.3 Suspension or expulsion for act of hate violence~~
~~48900.4 Suspension or expulsion for threats or harassment~~
~~48904 Liability of parent/guardian for willful student misconduct~~
~~48907 Student exercise of free expression~~
~~48950 Freedom of speech~~
~~48985 Translation of notices~~
~~49020 49023 Athletic programs~~
~~51500 Prohibited instruction or activity~~
~~51501 Prohibited means of instruction~~
~~60044 Prohibited instructional materials~~

CIVIL CODE

~~1714.1 Liability of parents/guardians for willful misconduct of minor~~

PENAL CODE

~~422.55 Definition of hate crime~~
~~422.6 Crimes, harassment~~

CODE OF REGULATIONS, TITLE 5

~~4600 4687 Uniform Complaint Procedures~~
~~4900 4965 Nondiscrimination in elementary and secondary education programs~~

UNITED STATES CODE, TITLE 20

~~1681 1688 Title IX of the Education Amendments of 1972~~

UNITED STATES CODE, TITLE 42

~~2000d 2000e 17 Title VI and Title VII Civil Rights Act of 1964, as amended~~
~~2000h 2 2000h 6 Title IX of the Civil Rights Act of 1964~~

CODE OF FEDERAL REGULATIONS, TITLE 34

~~100.3 Prohibition of discrimination on basis of race, color or national origin~~
~~104.7 Designation of responsible employee for Section 504~~
~~106.8 Designation of responsible employee for Title IX~~
~~106.9 Notification of nondiscrimination on basis of sex~~

COURT DECISIONS

~~Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567~~
~~Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130~~

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention—Laws and Regulations, April 2004

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendment.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

(3/04-3/10) 3/12

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

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(3/12 4/13) 2/14

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: April 16, 2014

Adopted: King City, California

Students

Nondiscrimination/Harassment

~~***Note: The following mandated administrative regulation provides measures that may be implemented by a district to comply with state and federal law and regulations prohibiting, at school or in any school activity related to school attendance or under the authority of the district, discrimination, harassment, intimidation, and bullying against students based on actual or perceived characteristics, as specified in the accompanying Board policy.***~~

~~***Note: 5 CCR 4621 mandates the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including receiving and investigating complaints alleging noncompliance or discrimination, harassment, intimidation, or bullying. During the Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for investigating complaints. This individual may be the same person designated in the district's uniform complaint procedures to ensure compliance with specified programs and to receive complaints; see AR 1312.3 Uniform Complaint Procedures. In addition, districts may designate more than one person to receive complaints (e.g., one person at each school).***~~

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying and to answer inquiries regarding the district's nondiscrimination policies: (Education Code 234.1; 5 CCR 4621)

Director of Curriculum and Instruction
800 Broadway
King City, CA
831 385 0606

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

To prevent discrimination, harassment, intimidation, and bullying of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

~~***Note: In its October 2010 Dear Colleague Letter: Harassment and Bullying, the U.S. Department of Education's Office for Civil Rights identifies training of the school community as one of the key measures for minimizing discriminatory and harassing behavior in school. Item #1 below is optional and may be modified to reflect district practice.***~~

1. Provide to employees, volunteers, and parents/guardians training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, harassment, intimidation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the Coordinator whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the Coordinator shall meet with the student and/or parent/guardian to determine how best to accommodate the student.

(cf. 5145.6 - Parental Notifications)

~~***Note: As part of its responsibility to monitor district compliance with legal requirements concerning discrimination pursuant to Education Code 234.1, the CDE is required to ensure that the district posts its nondiscrimination policies in all schools, offices, staff lounges, and student government meeting rooms. The following paragraph may be revised to specify the means by which the district posts its nondiscrimination policies.***~~

4. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

5. When 15 percent or more of a school's students speak a single primary language other than English, translate the nondiscrimination policy, related complaint procedures, and all forms for use in the complaint process into that other language. (Education Code 234.1, 48985)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so. (Education Code 234.1)

~~***Note: Item #7 below is optional and should be revised to reflect district practice. In some situations, the district may need to provide individualized accommodation to a student to protect him/her from harassment or bullying. Each situation will need to be analyzed to determine the most appropriate course of action to meet the needs of the student, based on the circumstances involved.***~~

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate accommodation(s) to protect students' privacy rights and ensure their safety from threatened or potentially harassing, intimidating, or discriminatory behavior.

Process for Initiating and Responding to Complaints

~~***Note: Education Code 234.1 requires that districts adopt a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on specified actual or perceived characteristics. Such a process, which is required to be consistent with the uniform complaint procedures specified in 5 CCR 4600-4687, must include (1) a requirement that school personnel who witness an act take immediate steps to intervene when safe to do so, (2) a timeline for investigating and resolving complaints, (3) an appeal process, and (4) translation of forms when required by Education Code 48985.***~~

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Transgender and Gender-Nonconforming Students

~~***Note: The following section may be modified to reflect district practice. Pursuant to Education Code 221.5, as amended by AB 1266 (Ch. 85, Statutes of 2013), a district is required to permit a student to use facilities and participate in sex-segregated school programs and activities consistent with the student's gender identity, regardless of the gender listed on his/her-~~

~~educational records. However, an attempt is currently in progress to qualify a referendum on AB 1266 for the November 2014 ballot. Even as the eventual outcome is unknown as of this writing, the following guidelines are designed to implement other existing state and federal laws that prohibit discrimination, harassment, intimidation, and bullying against students based on their real or perceived gender identity and/or gender expression regardless of whether or not the referendum attempt is successful. The guidelines address certain issues and circumstances that may arise in relation to the needs of transgender and gender-nonconforming students and are by no means exhaustive. Consequently, each instance or situation should be addressed on a case-by-case basis to ensure that the safety, privacy, and other concerns of all students involved are appropriately addressed. For more information on the rights of transgender students, see CSBA's policy brief Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students and its Interim Guidance Regarding Transgender Students, Privacy, and Facilities. Districts should consult legal counsel about applicable standards for determining a student's gender identity.***~~

Gender identity means a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

Gender expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned sex at birth. (Education Code 210.7)

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

~~***Note: Timelines included in items #1-2 below may be modified to reflect district practice.***~~

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior consent, except when the disclosure is otherwise required by law or is necessary to preserve the student's physical or mental well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the Coordinator for Nondiscrimination. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to law or district policy, and shall inform the student that it may be impossible to accommodate the student's needs related to his/her status as a transgender

or gender-nonconforming student. If the student permits the employee to notify the Coordinator, the employee shall do so within three school days.

As appropriate, the Coordinator shall discuss with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. Any decision to disclose the student's status to others shall be based on the student's best interest.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. **Determining a Student's Gender Identity:** The Coordinator shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the Coordinator shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. **Addressing a Student's Transition Needs:** The Coordinator shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Coordinator shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.

4. **Accessibility to Sex-segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. However, a student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

2/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: April 16, 2014

Adopted:

King City, California

AR 6145.2 Instruction

Athletic Competition

~~No person shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or any other basis specified in law. (Education Code 220, 230; 5 CCR 4920; 34 CFR 106.41)~~

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

Nondiscrimination and Equivalent Opportunities in the Athletic Program

~~***Note: The following section reflects pertinent provisions of federal and state law regarding nondiscrimination (Title IX, 20 USC 1681-1688; Education Code 200-262.4; 5 CCR 4900-4965). The Office of Civil Rights (OCR) in the U.S. Department of Education oversees complaints regarding violations of Title IX.***~~

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or any other basis specified in law. (Education Code 220, 221.5, 230; 5 CCR 4920; 34 CFR 106.41)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

~~The Superintendent or designee may provide single-sex teams where selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)~~

~~When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for a team, regardless of sex, sexual orientation, or other protected group status. (5 CCR 4921; 34 CFR 106.41)~~

~~When determining whether equivalent opportunities are available to both sexes in athletic programs, the Superintendent or designee shall consider, among other factors: (5 CCR 4922; 34 CFR 106.41)~~

- ~~1. Whether the selection of sports and levels of competition offered effectively accommodate the interests and abilities of both sexes~~

~~The athletic program shall be considered to effectively accommodate the interests and abilities of both sexes if it meets one of the following criteria: (Education Code 230)~~

- a. ~~The interscholastic level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments.~~
 - b. ~~When the members of one sex have been and are underrepresented among interscholastic athletes, the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex.~~
 - c. ~~When the members of one sex are currently underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #b above, the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program.~~
- 2. ~~The provision and maintenance of equipment and supplies~~
 - 3. ~~Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices~~
 - 4. ~~Travel and per diem allowances~~
 - 5. ~~Opportunities to receive coaching and academic tutoring~~
 - 6. ~~Assignment and compensation of coaches and tutors~~
 - 7. ~~Provision of locker rooms and practice and competitive facilities~~
 - 8. ~~Provision of medical and training facilities and services~~
 - 9. ~~Provision of housing and dining facilities and services~~
 - 10. ~~Publicity~~
 - 11. ~~Provision of necessary funds~~

Health and Safety

~~The Superintendent or designee shall annually distribute to student athletes and their parents/guardians a concussion and head injury information sheet. The student and parent/guardian shall sign and return the information sheet before the student's initiating practice or competition. (Education Code 49475)~~

(cf. 5145.6—Parental Notifications)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. (Education Code 49475)

The Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury suffered by the student and any actions taken to treat the student.

~~(cf. 4127/4227/4327 Temporary Athletic Team Coaches)~~

Parental Notifications

Before a student participates in interscholastic athletic activities, the Superintendent or designee shall send a notice to the student's parents/guardians which:

1. ~~Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator~~

~~(cf. 1312.3 Uniform Complaint Procedures)~~

~~(cf. 5145.3 Nondiscrimination/Harassment)~~

2. ~~Includes a copy of the Athletes' Bill of Rights pursuant to Education Code 271~~
3. ~~Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare~~

~~(cf. 3530 Risk Management/Insurance)~~

4. ~~Provides information about insurance protection pursuant to Education Code 32221.5~~

~~(cf. 5143 Insurance)~~

5. ~~Requests parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions~~

~~(cf. 3541.1 Transportation for School Related Trips)~~

6. ~~States the Governing Board's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship~~

~~(cf. 5144 Discipline)~~

~~(cf. 5144.1 Suspension and Expulsion/Due Process)~~

7. ~~Includes a copy of the local California Interscholastic Federation (CIF) league rules~~

8. ~~Includes information about the CIF bylaw and district policy requiring any student athlete and his/her parent/guardian to sign a statement that the student will not use steroids or dietary supplements banned by the U.S. Anti-Doping Agency~~

~~(cf. 5131.63—Steroids)~~

~~(11/03-3/07)-11/11~~

~~***Note: 5 CCR 4921 and 34 CFR 106.41 authorize the establishment of separate teams for males and females where the selection of teams is based on competitive skills. 34 CFR 106.41 also authorizes single-sex teams for contact sports, as defined. Because state regulations do not address single-sex teams for contact sports, districts should consult legal counsel prior to establishing any such single-sex team for a contact sport for which selection is not based on competitive skills.***~~

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

~~***Note: Pursuant to Education Code 221.5, as amended by AB 1266 (Ch. 85, Statutes of 2013), a district is required to permit a transgender student to participate in sex-segregated school programs and activities, including athletic teams and competitions, consistent with his/her gender identity, regardless of the gender listed in the student's records; see BP/AR 5145.3—Nondiscrimination/Harassment. It should be noted that an attempt is currently in progress to qualify a referendum on AB 1266 for the November 2014 ballot. Even as the eventual outcome is unknown as of this writing, the following paragraph is designed to implement other existing state and federal laws that prohibit discrimination against students based on their real or perceived gender identity and/or gender expression. In addition, the California Interscholastic Federation's (CIF) updated bylaws and Guidelines for Gender Identity Participation contain procedures for addressing student complaints regarding gender identity-based participation in interscholastic sports. Districts should consult legal counsel about applicable standards for determining a student's gender identity.***~~

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with his/her gender identity and for which he/she is otherwise eligible to participate, irrespective of the gender listed on the student's records.

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

~~***Note: 5 CCR 4922 and 34 CFR 106.41, as reflected in items #1-11 below, list factors that districts must consider when determining whether equivalent opportunities are being provided. The CIF's A Guide to Equity in Athletics provides suggested actions that districts can take for each of the factors to help the district meet its equivalence goals. Any district with questions about equivalent athletic opportunities for its students should consult legal counsel.***~~

When determining whether equivalent opportunities are available to both sexes in athletic programs, the Superintendent or designee shall consider, among other factors: (5 CCR 4922; 34 CFR 106.41)

1. Whether the selection of sports and levels of competition offered effectively accommodate the interests and abilities of both sexes

~~***Note: Education Code 230 provides the following three-part test to determine if a district has effectively accommodated the interests and abilities of both sexes in athletics. This test is the same three-part test that is used by the OCR for helping to determine equivalent opportunities under Title IX.***~~

The athletic program shall be considered to effectively accommodate the interests and abilities of both sexes if it meets one of the following criteria: (Education Code 230)

~~***Note: CIF's A Guide to Equity in Athletics advises that, in order to meet the criterion specified in item #a below, the ratio of male/female athletes should be within five percent of the ratio of male/female district enrollment.***~~

- a. The interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments.

- b. When the members of one sex have been and are underrepresented among interscholastic athletes, the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex.

~~***Note: The OCR issued a letter in April 2010 withdrawing its earlier guidance which relied on a single survey instrument to demonstrate that an institution is accommodating student interests and abilities in compliance with item #c below. Although OCR's letter applies to intercollegiate athletic programs, the OCR's web site clarifies that the general principles also apply to interscholastic and intramural programs at elementary and secondary schools.***~~

~~***Note: In evaluating whether there is an unmet interest in a particular sport and sufficient ability to sustain a team in the sport, the OCR considers (1) whether an institution uses nondiscriminatory methods of assessment when determining the athletic interests and abilities of its students, (2) whether a viable team for the underrepresented sex was recently eliminated, (3) multiple indicators of interest, (4) multiple indicators of ability, and (5) frequency of conducting assessments. Thus, a student survey is one of multiple indicators that may be used. The OCR letter provides information that the district might consider in developing its own survey. In addition, CIF's A Guide to Equity in Athletics provides sample surveys.***~~

- c. When the members of one sex are currently underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #b above, the district can demonstrate that the interests and abilities of the

members of that sex have been fully and effectively accommodated by the present program.

2. The provision and maintenance of equipment and supplies
3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
4. Travel and per diem allowances
5. Opportunities to receive coaching and academic tutoring
6. Assignment and compensation of coaches and tutors
7. Provision of locker rooms and practice and competitive facilities
8. Provision of medical and training facilities and services
9. Provision of housing and dining facilities and services
10. Publicity

~~***Note: 5 CCR 4922 clarifies that unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams shall not by itself constitute a failure to provide equivalent opportunities. However, the provision of necessary funding for teams of both sexes is a factor in the determination, as specified below.***~~

11. Provision of necessary funds

Health and Safety

~~***Note: Education Code 49475 requires districts to distribute information on concussions and head injuries to student athletes and their parents/guardians. The district may use fact sheets developed by the Centers for Disease Control and Prevention, available on CIF's web site, or other resources to develop the information sheet.***~~

~~***Note: The requirements of Education Code 49475 apply to any district that offers an athletic program at any grade level and for any sport. These requirements do not apply to students engaging in an athletic activity during the regular school day or as part of a physical education course.***~~

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student's initiating practice or competition. (Education Code 49475)

(cf. 5145.6 - Parental Notifications)

~~***Note: Education Code 49475 requires that an athlete at any grade level who is suspected of~~

~~sustaining a concussion be immediately removed from the athletic activity and not allowed to return until a health care provider provides written clearance. CIF's web site includes an Acute Concussion Evaluation form which may be used to provide injured students with information about monitoring symptoms and the health care provider's recommendations regarding returning to daily activities, school, and sports.***~~

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. (Education Code 49475)

~~***Note: The following optional paragraph may be revised to reflect district practice.***~~

The Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury suffered by the student and any actions taken to treat the student.

~~***Note: Education Code 35179.1 encourages the establishment of a California High School Coaching Education and Training Program for coaches' training including, but not limited to, CPR and a basic understanding of the signs and symptoms of concussions and appropriate response to them. CIF makes a free, online course available through its web site.***~~

The Superintendent or designee shall provide training to coaches, athletic trainers, and/or school nurses regarding concussion symptoms, prevention, and appropriate response.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

Parental Notifications

~~***Note: Education Code 33353 requires CIF to provide information to students and parents/guardians about procedures for discrimination complaints arising from interscholastic athletic activities. Education Code 33354 allows a complainant to file a discrimination complaint directly with the California Department of Education (CDE).***~~

~~***Note: The following optional section lists notices that the district may send to parents/guardians of students participating in interscholastic athletics. This section should be revised to reflect district practice.***~~

Before a student participates in interscholastic athletic activities, the Superintendent or designee shall send a notice to the student's parents/guardians which:

- 1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator**

(cf. 1312.3 - Uniform Complaint Procedures)

~~***Note: Education Code 270-271 require CDE to post on its web site an "Athletes' Bill of Rights," a list of student rights based on Title IX.***~~

2. Includes a copy of the Athletes' Bill of Rights pursuant to Education Code 271

~~***Note: In Kahn v. East Side Union High School District, the California Supreme Court analyzed the liability of a coach for an injury to a member of a high school diving team. The court acknowledged that some risk of injury is inherent in sports and part of a coach's job is to "push" a student athlete to advance his/her skill level and to undertake more difficult tasks. According to the court, a coach could be found liable only when he/she intentionally injures the student or engages in conduct that is so reckless that it is outside of the ordinary activity involved in teaching or coaching the sport.***~~

~~***Note: The district may or may not wish to seek a waiver of liability for accidents or injuries resulting from participation in athletic activities. Whether a liability waiver is legally effective is likely to be determined on a case-by-case basis, and it is questionable whether a student's right to participate in extracurricular activities could be made contingent upon the submission of a waiver. Legal counsel should be consulted when addressing the complex issues related to liability waivers.***~~

3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare

(cf. 3530 - Risk Management/Insurance)

~~***Note: Education Code 32221.5 requires the district to provide information about insurance protection to each student participating on a school athletic team. For specific language that must be contained in this statement, see AR 5143—Insurance.***~~

4. Provides information about insurance protection pursuant to Education Code 32221.5

(cf. 5143 - Insurance)

5. Requests parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions

(cf. 3541.1 - Transportation for School-Related Trips)

~~***Note: Pursuant to Education Code 48900, a student may be subject to suspension or expulsion if he/she engages, or attempts to engage, in hazing.***~~

6. States the Governing Board's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

7. Includes a copy of the local California Interscholastic Federation (CIF) league rules

~~***Note: As required by Education Code 49033, CIF bylaws require any student participating in athletics and his/her parent/guardian to sign a statement that the student will not use steroids or dietary supplements banned by the U.S. Anti-Doping Agency as well as the substance synephrine, unless the student has a written prescription from a licensed health care practitioner to treat a medical condition. See BP/AR/E 5131.63 - Steroids.***~~

8. Includes information about the CIF bylaw and district policy requiring any student athlete and his/her parent/guardian to sign a statement that the student will not use steroids or dietary supplements banned by the U.S. Anti-Doping Agency

(cf. 5131.63 - Steroids)

(3/07 11/11) 2/14

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: April 16, 23014
Adopted: King City, California

Instruction

Education For Foster Youth

The Governing Board recognizes that foster youth may be at greater risk for poor academic performance due to their family circumstances, disruption of their educational program, and emotional, social, and other health needs. The district shall provide such students with full access to the district's educational program and other support services necessary to assist them in achieving state and district academic standards.

~~(cf. 5131.6—Alcohol and Other Drugs)~~

~~(cf. 5147—Dropout Prevention)~~

~~(cf. 5149—At Risk Students)~~

~~(cf. 6011—Academic Standards)~~

~~(cf. 6145—Extracurricular and Coextracurricular Activities)~~

~~(cf. 6145.2—Athletic Competition)~~

~~(cf. 6164.2—Guidance/Counseling Services)~~

~~(cf. 6173—Education for Homeless Children)~~

~~(cf. 6179—Supplemental Instruction)~~

***Note: Education Code 42238.02 and 42238.03, as added by AB 97 (Ch. 47, Statutes of 2013) and amended by SB 97 (Ch. 357, Statutes of 2013), provide supplemental and concentration grants within the local control funding formula based on the number and concentration of unduplicated counts of students who are foster youth, English learners, and/or eligible for free or reduced-price meals; see BP/AR 3100 - Budget. In addition, AB 97 added Education Code 52060-52077 requiring districts to develop a local control and accountability plan (LCAP) which must be aligned to specific state priorities and any additional local priorities, and which must contain annual goals for all students and for each "numerically significant" student subgroup and the specific actions to be taken to achieve each goal; see BP/AR 0460 - Local Control and Accountability Plan. AB 97 also amended the definition of "numerically significant" student subgroups in Education Code 52052 to include foster youth. ***

~~***Education Code 48850-48859 (the AB 490 Educational Rights and Stability Act of 2003) create additional obligations for districts regarding the education of foster youth, including the right of foster youth to continue attending their school of origin and the requirement to ensure that foster youth have access to the same academic resources, services, and extracurricular activities that are available to all students. See the accompanying administrative regulation. ***~~

~~***While the requirements of the federal McKinney Vento Homeless Assistance Act (42 USC 11431-11435) may apply to foster youth in certain situations, such as when they are living in emergency or transitional shelters or when they are awaiting foster care placement (see BP/AR 6173—Education for Homeless Children), Education Code 48850-48859 extend services to youth at any time when in foster care. The following policy may be revised to reflect district practice. ***~~

The Governing Board recognizes that foster youth may face significant barriers to

achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the State Administrator/Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6011- Academic Standards)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6173 - Education for Homeless Children)
(cf. 6179 - Supplemental Instruction)

The State Administrator/Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as a district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The State Administrator/Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training regarding the enrollment, placement, and rights of foster youth.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and promotes students' self-esteem and academic achievement. The State Administrator/Superintendent or designee shall develop strategies to build students' feelings of connectedness with the school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of students' resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

To address the needs of foster youth and help ensure the maximum utilization of available funds, the State Administrator/Superintendent or designee shall collaborate with local agencies including, but not limited to, the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates. The State Administrator/Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

(cf. 1020 - Youth Services)

~~The Superintendent or designee shall regularly report to the Board on the educational outcomes of foster youth enrolled in the district including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates.~~

~~*(cf. 0500 - Accountability)*~~
~~*(cf. 5123 - Promotion/Acceleration/Retention)*~~
~~*(cf. 5144.1 - Suspension and Expulsion/Due Process)*~~
~~*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*~~
~~*(cf. 6162.51 - Standardized Testing and Reporting Program)*~~
~~*(cf. 6162.52 - High School Exit Examination)*~~

Legal Reference:

EDUCATION CODE

32228-32228.5 Student safety and violence prevention
 42920-42925 Foster children educational services
 48645-48646 Juvenile court schools
 48850-48859 Educational placement of students residing in licensed children's institutions
 49061 Student records
 49069.5 Foster care students, transfer of records
 49076 Access to student records
 51225.3 High school graduation
 56055 Rights of foster parents in special education
 60851 High school exit examination

HEALTH AND SAFETY CODE

1522.41 Training and certification of group home administrators
 1529.2 Training of licensed foster parents

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction
 309 Investigation and release of child
 361 Limitations on parental or guardian control
 366.27 Educational decision by relative providing living arrangements
 602 Minors violating law; ward of court

~~726 Limitations on parental or guardian control~~
~~727 Order of care, ward of court~~
~~16000-16014 Foster care placement~~

UNITED STATES CODE, TITLE 29

~~794 Rehabilitation Act of 1973, Section 504~~

UNITED STATES CODE, TITLE 42

~~670-679b Federal assistance for foster care programs~~

~~11431-11435 McKinney-Vento Homeless Assistance Act~~

~~Management Resources:~~

CSBA PUBLICATIONS

~~Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008~~

AMERICAN BAR ASSOCIATION PUBLICATIONS

~~Mythbusting: Breaking Down Confidentiality and Decision Making Barriers to Meet the Education Needs of Children in Foster Care, 2005~~

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS

~~Our Children: Emancipating Foster Youth, A Community Action Guide~~

WEB SITES

~~CSBA: <http://www.csba.org>~~

~~California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy>~~

~~California Department of Social Services, Foster Youth Ombudsman Office:~~

~~<http://www.fosteryouthhelp.ca.gov>~~

~~California Youth Connection: <http://www.calyoutheconn.org/site/eye>~~

~~Cities, Counties and Schools Partnership: <http://www.cespartnership.org>~~

~~***Note: Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), each district is required to update the LCAP by July 1 each year, based on an evaluation rubric to be adopted by the SBE no later than October 1, 2015. The following optional paragraph uses the LCAP review timeline and may be revised to reflect district practice. ***~~

At least annually and in accordance with the established timelines, the State Administrator/Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

(cf. 0500 - Accountability)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

Legal Reference:

EDUCATION CODE

32228-32228.5 Student safety and violence prevention
42238.01-42238.07 Local control funding formula
42920-42925 Foster children educational services
48645-48646 Juvenile court schools
48850-48859 Educational placement of students residing in licensed children's institutions
48915.5 Suspension and expulsion; students with disabilities, including foster youth
48918.1 Notice of expulsion hearing for foster youth
49061 Student records
49069.5 Foster care students, transfer of records
49076 Access to student records
51225.1 Exemption from district graduation requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
52060-52077 Local control and accountability plan
56055 Rights of foster parents in special education
60851 High school exit examination

HEALTH AND SAFETY CODE

1522.41 Training and certification of group home administrators
1529.2 Training of licensed foster parents
120341 Foster youth: school placement: immunization records

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction
309 Investigation and release of child
317 Appointment of legal counsel
361 Limitations on parental or guardian control
366.27 Educational decision by relative providing living arrangements
602 Minors violating law; ward of court
726 Limitations on parental or guardian control
727 Order of care, ward of court
16000-16014 Foster care placement

UNITED STATES CODE, TITLE 20

1415 Procedural safeguards; placement in alternative educational setting

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

670-679b Federal assistance for foster care programs
11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CSBA PUBLICATIONS

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

AMERICAN BAR ASSOCIATION PUBLICATIONS

Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care, 2005

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS

Our Children: Emancipating Foster Youth, A Community Action Guide

WEB SITES

CSBA: <http://www.csba.org>

American Bar Association: <http://www.americanbar.org>

California Child Welfare Council:

<http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.aspx>

California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy>

California Department of Social Services, Foster Youth Ombudsman Office:

<http://www.fosteryouthhelp.ca.gov>

California Youth Connection: <http://www.calyouthconn.org/site/cyc>

Cities, Counties and Schools Partnership: <http://www.ccspartnership.org>

(3/08 11/09) 12/13

Policy

First Reading: April 16, 2014

Adopted:

KING CITY JOINT UNION HIGH SCHOOL DISTRICT

King City, California

AR 6173.1 Instruction

Education For Foster Youth

Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602. (Education Code 48853.5)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the liaison shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

District Liaison

The State Administrator/Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Assistant Superintendent
800 Broadway - King City, CA 93930
(831) 385-0606

(cf. 6173 - Education for Homeless Children)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48853.5, 48645.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain all academic and other records, within two business days of receiving the request. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

(cf. 5117 - Interdistrict Attendance)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

- ~~5. Ensure that students in foster care receive appropriate school-based services, such as supplemental instruction, counseling, or after-school services~~

~~*(cf. 5141.6 - School Health Services)*~~

~~*(cf. 5148.2 - Before/After School Programs)*~~

~~*(cf. 5149 - At Risk Students)*~~

~~*(cf. 6164.2 - Guidance/Counseling Services)*~~

~~*(cf. 6172 - Gifted and Talented Student Program)*~~

~~*(cf. 6174 - Education for English Language Learners)*~~

~~*(cf. 6177 - Summer School)*~~

~~*(cf. 6179 - Supplemental Instruction)*~~

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

- (cf. 5141.6 - School Health Services)
- (cf. 5148.2 - Before/After School Programs)
- (cf. 5149 - At-Risk Students)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6172 - Gifted and Talented Student Program)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6177 - Summer School)
- (cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures so that district staff, including principals, school registrars, and attendance clerks, are aware of the requirements for the proper enrollment, placement, and transfer of foster youth

- (cf. 4131 - Staff Development)*
- (cf. 4231 - Staff Development)*
- (cf. 4331 - Staff Development)*

7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates to help coordinate services for the district's foster youth

- (cf. 1020 - Youth Services)*
- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*
- (cf. 5113.1 - Chronic Absence and Truancy)*

8. Monitor the educational progress of foster youth and provide reports to the State Administrator/Superintendent or designee and the Governing Board based on indicators identified in Board policy

The State Administrator/Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

- (cf. 4115 - Evaluation/Supervision)*
- (cf. 4315 - Evaluation/Supervision)*

Enrollment

A foster youth placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that:
 - a. He/she is aware that the student has a right to attend a regular public school in the least restrictive environment.
 - b. The alternate educational program is a special education program, if applicable.
 - c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
 - a. The student may continue in the school of origin for the duration of the court's jurisdiction or, if the court's jurisdiction is terminated prior to the end of a school year, then for remainder of the school year.
 - b. To provide the student the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts, a student who is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.
 - c. **If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.**
 - d. **If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a**

middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

If a person with the right to make educational decisions for a foster youth or the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the State Administrator/Superintendent. The State Administrator/Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the State Administrator/Superintendent's decision, the parent/guardian or foster youth

may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation.

Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

Transfer of Coursework and Applicability of Graduation Requirements

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

~~***Note: Though Education Code 51225.2 requires districts to award partial credits to foster youth who transfer from school to school, there is no uniform system for calculating and awarding partial credits. To ensure consistency in the treatment of foster youth, the California Child Welfare Council (CCWC), in its Partial Credit Model Policy and Practice Recommendations available on its web site, recommends the approach specified in the following optional paragraph, which may be revised to reflect district practice. ***~~

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under

Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

~~When a foster youth in grade 11 or 12 transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all coursework and other graduation requirements adopted by the Board that are in addition to the statewide coursework requirements specified in Education Code 51225.3 and the high school exit examination, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school while he/she remains in foster care. (Education Code 51225.3, 60851)~~

~~The Superintendent or designee shall notify any student who is granted an exemption and, as appropriate, the person holding the right to make educational decisions for the student, if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.3)~~

~~(cf. 6146.1—High School Graduation Requirements)~~

~~(cf. 6162.52—High School Exit Examination)~~

***Note: Previously, Education Code 51225.3 exempted any foster youth who transfers into the district or between district schools in grades 11-12 from locally established high school graduation requirements. However, AB 216 (Ch. 324, Statutes of 2013) deleted this provision from Education Code 51225.3 and included it in newly added Education Code 51225.1 with some modifications as specified below. This exemption does not apply to state graduation requirements for course completion or the high school exit examination. ***

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the State Administrator/Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

The State Administrator/Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

~~***Note: Pursuant to Education Code 51225.1, as added by AB 216 (Ch. 324, Statutes of 2013), a district may allow a foster youth to remain in high school for a fifth year to enable him/her to complete the district's graduation requirements, as provided below. ***~~

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the State Administrator/Superintendent or designee shall: (Education Code 51225.1)

- 1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution**
- 2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges**
- 3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements**

Grades/Credits

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

(cf. 5121 - Grades/Evaluation of Student Achievement)

Eligibility for Extracurricular Activities

A foster youth who changes residences pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(11/09 11/10) 11/11

Regulation **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First Reading: April 16, 2014

Adopted:

King City, California

BP 6176 Instruction

WEEKEND/SATURDAY CLASSES

~~The Governing Board may provide classes on Saturday and/or Sunday in order to meet the academic needs of students.~~

~~(cf. 6111 - School Calendar)~~

~~Weekend classes may include but are not limited to: (Education Code 37223)~~

~~***Note: The following optional policy is for use by districts that choose to offer classes on Saturday and/or Sunday as authorized by Education Code 37223.***~~

~~***Pursuant to Education Code 44824, a teacher cannot be assigned to work on a Saturday or Sunday if he/she objects in writing that the assignment would conflict with his/her religious beliefs or practices. In addition, Education Code 44824 provides that full-time teachers employed by the district prior to the implementation of weekend classes cannot be required to teach for more than 180 full days during a school year or for more than the number of full days that district schools were maintained during the year preceding implementation of weekend classes, whichever is greater. See AR 4113 - Assignment.***~~

The Governing Board desires to increase educational opportunities outside the regular school week in order to meet student needs and promote academic achievement. When staffing, facilities, and other resources are available, the Board may approve the provision of classes on Saturday and/or Sunday that support and are integrated with other learning opportunities.

(cf. 4113 - Assignment)

(cf. 5148.2 - Before/After School Programs)

(cf. 6111 - School Calendar)

Any class offered on a Saturday or Sunday pursuant to Education Code 37223, except in regional occupational centers or programs (ROC/Ps), shall be one offered Monday through Friday during the regular school week. (Education Code 37223)

~~***Note: Education Code 37223 authorizes weekend classes of any of the types listed in items #1-4 below or other classes identified by the district. The following list should be revised or expanded to reflect those weekend classes approved by the Governing Board.***~~

~~Weekend classes may include, but are not limited to:~~

1. Continuation classes

(cf. 6184 - Continuation Education)

2. Special day classes for mentally gifted minors

(cf. 6172 - Gifted and Talented Student Program)

3. Makeup classes for unexcused absences occurring during the week

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

(cf. 6154 - Homework/Makeup Work)

4. The programs of a regional occupational center or regional occupational program

~~Saturday classes also may be used to provide supplemental instruction for students who are failing to meet academic requirements and/or students who desire enrichment in core academic subjects in accordance with law, Board policy and administrative regulation. (Education Code 37252, 37252.2, 37252.8, 37253, 41505-41506)~~

~~*(cf. 5123 - Promotion/Acceleration/Retention)*~~

~~*(cf. 6146.1 - High School Graduation Requirements)*~~

~~*(cf. 6179 - Supplemental Instruction)*~~

Legal Reference:

EDUCATION CODE

37223 Weekend classes

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

41601 Reports of average daily attendance

42239 Summer school attendance computation

44824 Weekend classes, assignment of certificated employees

48070-48070.5 Promotion and retention, supplemental instruction

48205 Excused absence for personal reasons

48260 Truants, definition

51000-52706 General instructional programs, especially

51002 Development of local programs within guidelines

~~***Note: Items #5-6 below are optional. Although Education Code 37252-37253 provide that specified supplemental instructional programs may be offered on Saturday, AB 97 (Ch. 47, Statutes of 2013) redirected the funding for those programs into the local control funding formula; see BP 6179 - Supplemental Instruction. In addition, AB 97 eliminated the Pupil Retention Block Grant (Education Code 41505-41506), which allowed funding to be used for the purposes of intensive reading or algebra programs, including Saturday programs. At its discretion, the district may continue to offer weekend classes for these purposes. ***~~

5. Supplemental instruction for students who need additional assistance to meet academic standards or requirements

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6179 - Supplemental Instruction)

6. Enrichment classes in core academic subjects

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)

Except in ROC/Ps, weekend attendance shall not result in crediting any student with more than five days of attendance per week. (Education Code 37223)

Attendance at weekend classes offered pursuant to Education Code 37223 shall be voluntary, except that truants, as defined in Education Code 48260, may be required to attend classes on one day of a weekend in order to make up lost instructional time. (Education Code 37223)

~~***Note: Education Code 48205 specifies reasons that students must be excused from school, including observance of a holiday or ceremony of their religion. The reasons specified in Education Code 48205 are also applicable during weekend classes. ***~~

A student shall be excused from a weekend class if such attendance would be in conflict with his/her religious beliefs. Such students shall be given priority for enrollment in any other available supplemental instruction offered at a time other than during the weekend.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

~~***Note: Education Code 49550 requires that districts provide at least one nutritionally adequate meal each school day (breakfast and/or lunch) for students who are eligible for free and reduced price meals; see BP/AR 3553 Free and Reduced Price Meals. If the school participates in the National School Lunch or Breakfast Program, it must make meals available to all students in attendance. ***~~

~~***According to the California Department of Education's (CDE) Management Bulletin NSD-SNP 03 2013, this requirement extends to Saturday classes unless the district or school receives a waiver. The CDE will consider a waiver when any two of the following criteria exist: (1) serving meals during the Saturday session would result in a financial loss to the district equal to one-third of the food service's net cash resources; (2) the Saturday session at the school is less than four hours and is completed by noon allowing students to go home during the lunch period; (3) less than 10 percent of the needy students attending the Saturday session are at the school for more than three hours per day; and (4) the school does not have proper refrigeration facilities to~~

~~enable meals to be prepared on Friday and served on Saturday. ***~~

Unless the requirement is waived by the California Department of Education, the district shall provide at least one nutritionally adequate meal during the weekend session in accordance with Education Code 49550.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced-Price Meals)

(cf. 5030 - Student Wellness)

Legal Reference:

EDUCATION CODE

37223 Weekend classes

37252-37253 Supplemental instruction

41505-41508 Pupil Retention Block Grant

41601 Reports of average daily attendance

42239 Summer school attendance computation

44824 Weekend classes, assignment of certificated employees

48070-48070.5 Promotion and retention, supplemental instruction

48205 Excused absence for personal reasons

48260 Truants, definition

49550 Meals for needy students

52060-52077 Local control and accountability plan

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Requesting a Summer School Meal Waiver and/or a Saturday School Meal Waiver,
Nutrition Services Division Management Bulletin NSD-SNP-03-2013, February 2013

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

(6/92 11/00) 12/13

Policy **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**

First reading: April 16, 2014

Adopted:

King City, California

Instruction

Summer Learning Programs

The Governing Board recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills and make academic progress.

~~Summer programs offered by the district shall be aligned with district goals and curriculum. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social/emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.~~

~~(cf. 0200—Goals for the School District)
(cf. 3552—Summer Meal Program)
(cf. 5030—Student Wellness)
(cf. 5141.6—School Health Services)
(cf. 5148—Child Care and Development Program)
(cf. 6142.7—Physical Education and Activity)
(cf. 6153—School Sponsored Trips)~~

~~***Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460—Local Control and Accountability Plan. The purposes and content of the district's summer programs should be aligned with the priorities and goals as outlined in the LCAP and other applicable district and school plans. ***~~

Summer programs offered by the district shall be aligned with the district's local control and accountability plan (LCAP), other applicable district and school plans, and the educational program provided during the school year. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social and emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

**(cf. 0200 - Goals for the School District)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 3552 - Summer Meal Program)
(cf. 5030 - Student Wellness)
(cf. 5141.6 - School Health Services)
(cf. 5148 - Child Care and Development Program)
(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education and Activity)**

(cf. 6143 - Courses of Study)

Summer School

~~When funds are available, the State Administrator/Superintendent or designee, with Board approval, shall establish summer school day and/or evening classes.~~

~~(cf. 5148.2 - Before/After School Program)~~

~~(cf. 6171 - Title I Programs)~~

~~(cf. 6175 - Migrant Education Program)~~

~~Priority to enroll in summer school programs shall be given to district students who:~~

- ~~1. — Are eligible for supplemental instruction on the basis of retention or recommendation for retention pursuant to Education Code 37252.2~~
- ~~2. — Are eligible for supplemental instruction on the basis of insufficient progress toward passing the state high school exit examination pursuant to Education Code 37252~~
- ~~3. — Need course credits in order to graduate from high school before the beginning of the next school year~~

~~The remaining openings shall be offered to district students on a lottery basis.~~

~~Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.~~

~~(cf. 5113 - Absences and Excuses)~~

~~(cf. 6154 - Homework/Make-Up Work)~~

~~***Note: Summer school programs may be funded through a variety of sources that include, but are not limited to, Title I funding (20 USC 6311-6322), After School Education and Safety Program supplemental funds (Education Code 8482-8484.6), and 21st Century Community Learning Center supplemental funds (Education Code 8484.7-8484.9; 20 USC 7171-7176). ***~~

~~***In addition, Education Code 54444.3 requires agencies receiving Title I Migrant Education funding to conduct summer school for eligible migrant students in grades K-12; see BP/AR 6175 - Migrant Education Program. ***~~

The State Administrator/Superintendent or designee, with Board approval, may establish summer school day and/or evening classes.

(cf. 5148.2 - Before/After School Program)

(cf. 6171 - Title I Programs)
(cf. 6175 - Migrant Education Program)

~~***Note: The following paragraph is optional. Although Education Code 37252-37253 authorize specified supplemental instructional programs to be offered during summer, AB 97 (Ch. 47, Statutes of 2013) redirects the funding for those programs into the local control funding formula; see BP 6179 Supplemental Instruction. In addition, AB 97 eliminated the Pupil Retention Block Grant (Education Code 41505-41506), which allowed funding to be used for intensive reading or algebra programs, including summer programs. At its discretion, the district may continue to offer summer classes for these purposes. ***~~

The district's summer school program may be used to provide supplemental instruction to students needing remediation and/or enrichment in core academic subjects.

(cf. 6176 - Weekend/Saturday Classes)
(cf. 6179 - Supplemental Instruction)

~~***Note: The following optional list establishes enrollment priorities for the provision of summer school instruction and may be revised to reflect district practice. Items #1-2 should be deleted by districts that do not maintain high schools. ***~~

As appropriate, priority for enrollment in summer school programs shall be given to district students who:

1. Need course credits in order to graduate from high school before the beginning of the next school year

(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)

2. Have not made sufficient progress toward passing the state exit examination required for high school graduation

(cf. 6162.52 - High School Exit Examination)

3. Have been retained or are at risk of being retained at their grade level

(cf. 5123 - Promotion/Acceleration/Retention)

4. Demonstrate academic deficiencies in core curriculum areas

(cf. 0460 - Local Control and Accountability Plan)

~~***Note: Optional item #5 establishes priority for summer school enrollment to at-risk student-~~

~~groups identified in the district's LCAP. Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), the LCAP must include annual goals to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth if there are at least 30 students in the subgroup (or at least 15 foster youth) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction with approval by the State Board of Education. ***~~

5. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

The remaining openings shall be offered to other district students on a first-come first-served basis.

~~***Note: Although the determination of excused and unexcused absences is irrelevant for accounting purposes pursuant to Education Code 42238.8, verification of excused absences may still be relevant for purposes of awarding credit for summer school classes. The following optional paragraph should be modified to reflect district practice.***~~

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to accommodate the maintenance needs of district schools.

Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.

(cf. 5113 - Absences and Excuses)

(cf. 6154 - Homework/Makeup Work)

The State Administrator/Superintendent or designee shall annually report to the Board on summer school enrollment in the current year and previous year for the program as a whole and disaggregated by grade level, school that the students attend during the regular school year, and student population such as students from low-income families, students with disabilities, and English learners. In addition, he/she shall report on the extent to which students successfully achieved the academic outcomes established for the program.

Additional Summer Learning Opportunities

The State Administrator/Superintendent or designee may collaborate with parents/guardians, city and county agencies, community organizations, child care providers, and/or other interested

persons to develop, implement, and build awareness of organized activities that support summer learning.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

Strategies to support summer learning may include, but are not limited to:

1. Gathering and providing information to students and parents/guardians about summer reading programs scheduled to be conducted by public libraries or community organizations
2. Collaborating with the local parks and recreation agency and/or community organizations to provide day camps, sports programs, or other opportunities for physical education and activity

(cf. 1330.1 - Joint Use Agreements)

3. Collaborating with workforce development agencies, businesses, and community organizations to provide summer job training programs that include an academic component

(cf. 3260 - Fees and Charges)

(cf. 5113.2 - Work Permits)

(cf. 6178.1 - Work-Based Learning)

4. Encouraging reading in the home, such as providing lists of recommended reading to students and parents/guardians, establishing a target number of books or pages, and providing prizes for achievement of reading goals

(cf. 6020 - Parent Involvement)

5. Assigning summer homework in core curricular subject(s) that is due at the beginning of the school year for extra credit

6. Conducting occasional, interactive "fun days" during the summer to provide activities related to art, music, science, technology, mathematics, environmental science, multicultural education, debate, or other subjects

7. Arranging opportunities for community service

(cf. 6142.4 - Service Learning/Community Service Classes)

~~Legal Reference:~~

EDUCATION CODE

~~8482-8484.6 After School Education and Safety Program~~
~~8484.7-8484.9 21st Century Community Learning Centers~~
~~37252-37254.1 Supplemental instruction~~
~~39837 Transportation to summer employment programs~~
~~41505-41508 Pupil Retention Block Grant~~
~~41976.5 Summer school programs, substantially disabled persons or graduating high school seniors~~
~~42238.8 Revenue limit for average daily attendance~~
~~42239 Summer school apportionments~~
~~48070-48070.5 Promotion and retention~~
~~51210 Areas of study for elementary schools~~
~~51220 Areas of study for grades 7-12~~
~~51730-51732 Powers of governing boards (authorization for elementary summer school classes)~~
~~54444.3 Summer program for migrant students~~
~~56345 Extended year program for special education students~~
~~58700-58702 Credit towards summer school apportionments for tutoring and homework assistance~~
~~58806 Summer school apportionments~~
~~60851 Supplemental instruction toward exit examination~~
~~REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS~~
~~53025-53032 Intensive reading instruction~~
~~53091-53095 Intensive algebra instruction~~
~~CODE OF REGULATIONS, TITLE 5~~
~~3043 Extended school year, special education students~~
~~11470-11472 Summer school~~
~~UNITED STATES CODE, TITLE 20~~
~~6311-6322 Improving basic programs for disadvantaged students~~
~~7171-7176 21st Century Community Learning Centers~~

Management Resources:

CSBA PUBLICATIONS

~~School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness, Policy Brief, April 2013~~

NATIONAL SUMMER LEARNING ASSOCIATION PUBLICATIONS

~~Healthy Summers for Kids: Turning Risk into Opportunity, May 2012~~

~~New Vision for Summer School, 2010~~

RAND CORPORATION PUBLICATIONS

~~Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011~~

WEB SITES

~~CSBA: <http://www.csba.org>~~

~~California Department of Education: <http://www.cde.ca.gov>~~

~~National Summer Learning Association: <http://www.summerlearning.org>~~

~~Partnership for Children and Youth: <http://partnerforchildren.org>~~

~~RAND Corporation: <http://www.rand.org>~~

Summer Matters: <http://summermatters2you.net>

— (11/01–7/05) 4/13

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

37252-37254.1 Supplemental instruction

39837 Transportation to summer employment programs

41505-41508 Pupil Retention Block Grant

41976.5 Summer school programs, substantially disabled persons or graduating high school seniors

42238.01-42238.07 Local control funding formula

42238.8 Revenue limit per unit of average daily attendance

48070-48070.5 Promotion and retention

51210 Areas of study for elementary schools

51220 Areas of study for grades 1-6

51730-51732 Powers of governing boards (authorization for elementary summer school classes)

52060-52077 Local control and accountability plan

54444.3 Summer program for migrant students

56345 Extended-year program for special education students

58700-58702 Credit towards summer school apportionments for tutoring and homework assistance

58806 Summer school apportionments

60851 Supplemental instruction toward exit examination

CODE OF REGULATIONS, TITLE 5

3043 Extended school year, special education students

11470-11472 Summer school

UNITED STATES CODE, TITLE 20

6311-6322 Improving basic programs for disadvantaged students

7171-7176 21st Century Community Learning Centers

Management Resources:

CSBA PUBLICATIONS

Summer Learning and Wellness Resource Guide

School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness, Policy Brief, April 2013

NATIONAL SUMMER LEARNING ASSOCIATION PUBLICATIONS

Healthy Summers for Kids: Turning Risk into Opportunity, May 2012

New Vision for Summer School, 2010

RAND CORPORATION PUBLICATIONS

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Partnership for Children and Youth: <http://partnerforchildren.org>

RAND Corporation: <http://www.rand.org>

Summer Matters: <http://summermatters2you.net>

(7/05 4/13) 12/13

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: April 16, 2014

Adopted:

King City, California

BP 6179 Instruction

Supplemental Instruction

The Governing Board recognizes that high-quality supplemental instructional programs can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills.

The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5148.2 - Before/After School Programs)
(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.5 - Student Success Teams)

~~(cf. 5113.1 - Truancy)~~
~~(cf. 5147 - Dropout Prevention)~~
~~(cf. 5148.2 - Before/After School Programs)~~
~~(cf. 5149 - At Risk Students)~~
~~(cf. 6011 - Academic Standards)~~
~~(cf. 6146.1 - High School Graduation Requirements)~~
~~(cf. 6164.5 - Student Success Teams)~~

Supplemental instruction may be offered outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. It may also be provided during the regular school day provided it does not supplant the student's instruction in the core curriculum areas or physical education.

~~(cf. 5148.2 - Before/After School Programs)~~
~~(cf. 6111 - School Calendar)~~
~~(cf. 6112 - School Day)~~
~~(cf. 6176 - Weekend/Saturday Classes)~~
~~(cf. 6177 - Summer Learning Programs)~~

Required Supplemental Programs

~~The district shall offer direct, systematic, and intensive supplemental instruction for:~~

- ~~1. Students in grades 9-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation in order to help them pass the exam (Education Code 37252, 60851)~~

~~(ef. 6162.52—High School Exit Examination)~~

~~"Sufficient progress" shall be determined based on a student's results on the state Standardized Testing and Reporting assessments and the minimum levels of proficiency recommended by the State Board of Education.~~

~~(ef. 6162.51—Standardized Testing and Reporting Program)~~

~~In addition, students who do not possess sufficient English language skills to be assessed shall be considered students who do not demonstrate sufficient progress towards passing the exit exam and shall receive supplemental instruction designed to help them succeed on the exit exam. (Education Code 37252)~~

- ~~2. Students who have not passed one or both parts of the exit exam by the end of grade 12, for up to two consecutive school years after the completion of grade 12 or until they have passed both parts of the exit exam, whichever comes first (Education Code 37254)~~

~~(ef. 1312.4—Williams Uniform Complaint Procedures)~~

- ~~3. Eligible students from low income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more years (20 USC 6316)~~

~~(ef. 0520.2—Title I Program Improvement Schools)~~

~~(ef. 0520.3—Title I Program Improvement Districts)~~

Optional Supplemental Programs

~~As funding, facilities, and staffing permit, supplemental instruction may be offered to students in grades 9–12 who seek enrichment in mathematics, science, or other core academic areas designated by the Superintendent of Public Instruction (Education Code 37253)~~

~~(ef. 6143—Courses of Study)~~

Supplemental instruction shall be offered to:

~~***Note: Item #1 below is for use by districts that receive federal Title I funding. 20 USC 6316 requires that eligible students from low income families be provided supplemental educational services (e.g., tutoring and other supplemental academic enrichment services) if their Title I school is identified for program improvement for two or more years based on failure to make "adequate yearly progress." Parents/guardians select these services from a list of providers with a demonstrated record of effectiveness. See BP/AR 0520.2—Title I Program Improvement Schools for details regarding these services. ***~~

~~***In addition, if the district is identified for program improvement pursuant to 20 USC 6316, the district must revise its local educational agency plan to incorporate, as appropriate, student~~

~~learning activities before school, after school, during the summer, and during any extension of the school year. See AR 0520.3 Title I Program Improvement Districts. ***~~

1. Eligible students from low-income families whenever the district or a district school receiving federal Title I funds has been identified by the California Department of Education for program improvement for two or more consecutive years (20 USC 6316)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

~~***Note: Education Code 48070.5 mandates that districts adopt policy indicating the manner in which opportunities for remedial instruction will be provided to students who are recommended for retention or who are identified as being at risk for retention. Although categorical program funding for supplemental instruction for students who have been retained or recommended for retention (Education Code 37252.2) and for students in grades 2-6 who have been identified as being at risk of retention (Education Code 37252.8) has been redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013), the requirement to provide remedial instruction to such students was not eliminated. Districts may design supplemental instructional programs for these purposes in a manner that meets district and student needs, provided they comply with Education Code 48070.5. ***~~

2. Students who have been recommended for retention at their current grade level or are at risk of retention (Education Code 48070.5)

(cf. 5123 - Promotion/Acceleration/Retention)

~~***Note: Item #3 below is for use by districts that maintain any of grades 7-12. Education Code 60851 requires districts to provide supplemental instruction to students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the California High School Exit Examination. Although categorical program funding for such instruction (Education Code 37252) has been redirected into the local control funding formula pursuant to AB 97 (Ch. 47, Statutes of 2013), the requirement to provide supplemental instruction for this purpose was not eliminated. Districts may design supplemental instructional programs in a manner that meets district and student needs, provided they comply with Education Code 60851. However, Education Code 60851 clarifies that districts are not required to provide supplemental services using resources that are not regularly available to a school or district. ***~~

3. Students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the state exit examination required for high school graduation (Education Code 60851)

(cf. 6162.52 - High School Exit Examination)

~~***Note: Pursuant to Education Code 60851, in determining eligibility for supplemental~~

instruction based on students' lack of "sufficient progress" toward passing the state exit exam, districts must use either (1) the results of state assessments and the minimum levels of proficiency recommended by the State Board of Education (Option 1 below) or (2) students' grades and other indicators of academic achievement designated by the district (Option 2 below). Districts selecting Option 2 should specify the other indicators that will be used in the blanks provided. ***

***Note: Pursuant to Education Code 60640-60649, as amended by AB 484 (Ch. 489, Statutes of 2013), beginning in the 2013-14 school year, the state assessment system will transition from the Standardized Testing and Reporting program to the California Assessment of Student Performance and Progress; see BP/AR 6162.51—State Academic Achievement Tests. Thus, districts selecting Option 1 below should consider the availability and appropriateness of state assessments for the purpose of determining students' progress toward passing the exit exam. ***

"Sufficient progress" shall be determined based on a student's results on state assessments administered pursuant to Education Code 60640-60649 and the minimum levels of proficiency recommended by the State Board of Education.

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The curriculum of the supplemental instructional program shall reflect state academic content standards to the extent that the district curriculum is aligned with those state standards, and shall be designed to assist students to succeed on the exit exam. (Education Code 60851)

***Note: Items #1-4 below are optional. Although Education Code 37252.8-37254 provide for supplemental instructional programs for students in grades 2-6 having academic deficiencies in mathematics or English language arts, K-12 students seeking enrichment in core academic subjects, and students failing to pass the high school exit exam by the end of grade 12, AB 97 (Ch. 47, Statutes of 2013) redirected the funding for those categorical programs into the local control funding formula. In addition, AB 97 redirected funding for the Pupil Retention Block Grant (Education Code 41505-41506), which allowed funding to be used for the purposes of intensive reading or algebra programs, into the local control funding formula. At its discretion, the district may continue to offer supplemental instruction for these or other purposes in accordance with the goals and strategies identified in its local control and accountability plan (LCAP); see BP/AR 0460—Local Control and Accountability Plan. ***

In addition, contingent on the district budget and local control and accountability plan (LCAP), supplemental instruction may be offered to students who:

- 1. Based on state assessment results, grades, or other indicators, demonstrate academic deficiencies in core curriculum areas that may jeopardize their attainment of academic standards**

2. Have not passed one or both parts of the high school exit exam by the end of grade 12

~~***Note: Optional item #3 below provides that supplemental instruction may be offered to students in targeted at-risk student groups identified in the district's LCAP. Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), the LCAP must include annual goals to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth if there are at least 30 students in the subgroup (or at least 15 foster youth) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction with approval by the State Board of Education.***~~

3. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)
(cf. 3553 - Free and Reduced-Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Language Learners)

4. Desire enrichment in core academic areas, visual and performing arts, physical education, or other subjects as approved by the Board

(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6143 - Courses of Study)
(cf. 6172 - Gifted and Talented Student Program)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

When determined to be necessary by the principal or designee, a student may be required to participate in a supplemental instruction. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Required Student Participation

The State Administrator/Superintendent or designee may require participation in a supplemental instructional program for: (Education Code 37252.2, 37254.1)

1. Students in grades 9-12 who demonstrate insufficient progress toward the exit exam required for high school graduation pursuant to Education Code 37252
2. Students in grades 9-12 participating in enrichment programs in core academic subjects pursuant to Education Code 37253

The State Administrator/Superintendent or designee shall obtain written parent/guardian consent for a student's participation in the supplemental enrichment instructional program.

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 Supplemental instruction, summer school

41505-41508 Pupil Retention Block Grant

42238.01-42238.07 Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education

48985 Translation of notices

51210-51212 Courses of study, elementary schools

51220-51228 Courses of study, secondary schools

52060-52077 Local control and accountability plan

60603 Definitions, core curriculum areas

60640-60649 California Assessment of Student Performance and Progress

60850-60859 High school exit examination

CODE OF REGULATIONS, TITLE 5

11470-11472 Summer school

UNITED STATES CODE, TITLE 20

6316 Program improvement schools and districts

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Supplemental Educational Services, January 14, 2009

Creating Strong Supplemental Educational Services Programs, May 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

(3/07 11/07) 12/13

Legal Reference:

EDUCATION CODE

~~1240 County Superintendent duties~~

~~35186 Williams Uniform Complaint Procedures~~

~~37200-37202 School calendar~~

~~37223 Weekend classes~~

~~37252-37254.1 Supplemental instruction~~

~~41505-41508 Pupil Retention Block Grant~~

~~42239 Supplemental instruction, apportionments~~

~~44259 Comprehensive reading program~~

~~46100 Length of school day~~

~~48070-48070.5 Promotion and retention~~

~~48200 Education~~

~~48985 Translation of notices~~

~~51210 Courses of study, elementary schools~~

~~51220 Courses of study, secondary schools~~

~~52378-52380 Supplemental School Counseling Program~~

~~60603 Definitions, core curriculum areas~~

~~60640-60648 Standardized Testing and Reporting Program~~

~~60850-60859 High school exit examination~~

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

~~52012 Establishment of school site council~~

~~52014-52015 School plans~~

~~53025-53031 Intensive reading instruction~~

~~53091-53094 Intensive algebra instruction~~

CODE OF REGULATIONS, TITLE 5

~~11470-11472 Summer school~~

UNITED STATES CODE, TITLE 20

~~6316 Program improvement schools and districts~~

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

~~Implementation of Assembly Bill (AB) 347: requiring instruction and services for students who have not passed the exit exam but have met all other graduation requirements, October 26, 2007~~

~~U.S. DEPARTMENT OF EDUCATION GUIDANCE~~

~~Supplemental Educational Services, June 13, 2005~~

~~Creating Strong Supplemental Educational Services Programs, May 2004~~

~~WEB SITES~~

~~CSBA: <http://www.esba.org>~~

~~California Department of Education: <http://www.cde.ca.gov>~~

~~U.S. Department of Education: <http://www.ed.gov>~~

~~(11/05 3/07) 11/07~~

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: April 16, 2014

Adopted:

King City, California

BP 7214 Facilities

General Obligation Bonds

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued for school facilities.

(cf. 1160 - Political Processes)

(cf. 7110 - Facilities Master Plan)

(cf. 7210 - Facilities Financing)

~~The Board shall determine the appropriate amount of the bond in accordance with law.~~

~~***Note: For bonds requiring a 55 percent majority, Education Code 15268 and 15270 set limits as to the maximum amount of the bond and the tax rate that may be levied as a result of the bond. Limitations for bonds requiring a 66.67 percent majority are detailed in Education Code 15102-15109. ***~~

The Board shall determine the appropriate amount of the bonds in accordance with law.

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

Bonds Requiring 55 Percent Approval by Local Voters

~~The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the school district are entitled to vote. (Education Code 15266)~~

~~***Note: Pursuant to Education Code 15266, upon adoption of the resolution specified below, the district must comply with the accountability provisions required for the 55 percent threshold, even if the bond ultimately passes by a 66.67 percent majority of the voters. ***~~

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agrees to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code 15266)

~~***Note: Education Code 15266 requires that the bond election be held only during a regularly scheduled local election at which all of the electors (voters) in the district are entitled to vote. Therefore, those school districts whose boundaries encompass more than one city or county or whose board members are elected by trustee area must ensure that the bond election is on a ballot in which all of the electors in the district are entitled to vote, such as a statewide primary, general, or special election.***~~

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district shall be used only for the following purposes:
(California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities
2. The acquisition or lease of real property for school facilities
3. **The refunding of any outstanding debt issuance used for the purposes specified in items #1-2 above**

The proposition approved by the voters shall include the following accountability requirements:
(California Constitution Article 13A, Section 1(b)(3))

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified in items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses
2. A list of specific school facility projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list

(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 6151 - Class Size)

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed
4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

~~If a district general obligation bond requiring a 55 percent majority is approved by the voters, the~~

~~Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)~~

~~(cf. 1220—Citizen Advisory Committees)~~

~~(cf. 9324—Minutes and Recordings)~~

~~***Note: Pursuant to Education Code 15286, as amended by SB 581 (Ch. 91, Statutes of 2013), the district is required to ensure that performance and financial audits specified in items #3-4 above are issued in accordance with law and provided to the citizens' oversight committee as specified in the following paragraph. ***~~

The State Administrator/Superintendent or designee shall ensure that the annual, independent performance and financial audits required pursuant to items #3-4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards and submitted to the citizens' oversight committee at the same time they are submitted to him/her and no later than March 31 of each year. (Education Code 15286)

The Board shall provide the citizens' oversight committee with responses to all findings, recommendations, and concerns addressed in the performance and financial audits within three months of receiving the audits. (Education Code 15280)

~~***Note: The following optional paragraph may be revised to reflect district practice. ***~~

The Board may disband the citizens' oversight committee when the committee has completed its review of the final performance and financial audits.

Bonds Requiring 66.67 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 66.67 percent majority of the voters pursuant to Education Code 15100 and Article 13A, Section 1(b)(2) of the California Constitution. If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by a 66.67 percent majority of the voters. (Education Code 15100)

~~***Note: Pursuant to Education Code 15101, an election for a bond measure that requires 66.67 percent approval may be held only on specified days. Districts using this option should coordinate efforts with their local elections officials to ensure compliance with law. ***~~

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide election unless conducted at the same time as the statewide election, or is an

established election date pursuant to Elections Code 1000 or 1500. (Education Code 15101)

The State Administrator/Superintendent or designee shall ensure that the annual, independent performance and financial audits conducted pursuant to items #3 and #4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards. He/she shall submit the audits to the citizens' oversight committee by March 31 of each year. (Education Code 15286)

Bonds Requiring 66.67 Percent Approval by Local Voters

Bonds shall be sold to raise money for any of the following purposes: (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code 15100)

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of

the bond.

Certificate of Results

If the certificate of election results received by the Board shows that the appropriate majority of the voters are in favor of issuing the bonds, the Board shall record that fact in its minutes. The Board shall then certify to the county board of supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

Resolution Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution to issue the sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. (Education Code 15140)

Prior to the sale of bonds, the Board shall adopt, as an agenda item at a public meeting, another resolution, which includes all of the following items: (Education Code 15146)

1. Express approval of the method of sale
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected
4. Estimates of the costs associated with the bond issuance

When the sale involves bonds that allow for the compounding of interest, such as a capital appreciation bond (CAB), items #1-4 above and the financing term and time of maturity, repayment ratio, and the estimated change in the assessed value of taxable property within the district over the term of the bonds shall be included in the resolution to be adopted by the Board. The resolution shall be publicly noticed on at least two consecutive meeting agendas, first as an information item and second as an action item. The agendas shall identify that bonds that allow for the compounding of interest are proposed. (Education Code 15146)

Prior to adopting a resolution for the sale of bonds that allow for the compounding of interest, the Board shall be presented with the following: (Education Code 15146)

1. An analysis containing the total overall cost of the bonds that allow for the compounding of interest
2. A comparison to the overall cost of current interest bonds
3. The reason bonds that allow for the compounding of interest are being recommended
4. A copy of the disclosure made by the underwriter in compliance with Rule G-17 adopted by the federal Municipal Securities Rulemaking Board

After the sale, the Board shall be presented with the actual cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146)

Bond Anticipation Notes

~~***Note: Pursuant to Education Code 15150, the district is authorized to issue a bond anticipation note when the Board determines by resolution that it is in the best interest of the district to finance a facilities project on an interim basis in anticipation of the sale of bonds that has been approved by voters. The note may only be issued in accordance with law and subject to terms and conditions prescribed by the Board.***~~

Whenever the Board determines that it is in the best interest of the district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to raise funds that shall be used only for a purpose authorized by a bond that has been approved by the voters of the district in accordance with law. (Education Code 15150)

~~***Note: Education Code 15150 clarifies that interest on a bond anticipation note may be paid at maturity from the proceeds of the sale of the bond in anticipation of which it was issued or paid periodically from a property tax levied for that purpose if certain conditions are satisfied.***~~

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose.
2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds.

A bond anticipation note may be issued only if the tax rate levied to pay interest on the note would not cause the district to exceed the tax rate limitation set forth in Education Code 15268 or 15270, as applicable.

Legal Reference:

EDUCATION CODE

7054 Use of district property, campaign purposes

15100-15254 Bonds for school districts and community college districts

15264-15288 Strict Accountability in Local School Construction Bonds Act of 2000

17577 Sewers and drains

47614 Charter school facilities

ELECTIONS CODE

324 General election

328 Local election

341 Primary election

348 Regular election

356 Special election

357 Statewide election

1302 School district election

15372 Elections official certificate

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

8855 California Debt and Investment Advisory Commission

53506-53509.5 General obligation bonds

53580-53595.5 Bonds

54952 Definition of legislative body, Brown Act

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District (2006) 139 Cal.App.4th 1356

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 46 (2005)

87 Ops.Cal.Atty.Gen. 157 (2004)

Management Resources:

CSBA PUBLICATIONS

Bond Sales - Questions and Considerations for Districts, Governance Brief, December 2012

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

WEB SITES

CSBA: <http://www.csba.org>

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

California Department of Education: <http://www.cde.ca.gov>

California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

(3/12 11/12) 12/13

Legal Reference:

EDUCATION CODE

~~7054—Use of district property, campaign purposes~~

~~15100-15254—Bonds for school districts and community college districts~~

~~15264-15288—Strict Accountability in Local School Construction Bonds Act of 2000~~

~~17577—Sewers and drains~~

~~17584.1—Deferred maintenance, reports~~

~~47614—Charter school facilities~~

ELECTIONS CODE

~~324—General election~~

~~328—Local election~~

~~341—Primary election~~

~~348—Regular election~~

~~356—Special election~~

~~357—Statewide election~~

~~1302—School district election~~

~~15372—Elections official certificate~~

GOVERNMENT CODE

~~1090-1099—Prohibitions applicable to specified officers~~

~~1125-1129—Incompatible activities~~

~~8855—California Debt and Investment Advisory Commission~~

~~53580-53595.5—Bonds~~

~~54952—Definition of legislative body, Brown Act~~

CALIFORNIA CONSTITUTION

~~Article 13A, Section 1—Tax limitation~~

~~Article 16, Section 18—Debt limit~~

COURT DECISIONS

~~San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley~~

~~Unified School District, (2006) 139 Cal.App.4th 1356~~

~~ATTORNEY GENERAL OPINIONS~~

~~88 Ops. Cal. Atty. Gen. 46 (2005)~~

~~87 Ops. Cal. Atty. Gen. 157 (2004)~~

~~Management Resources:~~

~~CSBA PUBLICATIONS~~

~~Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet,
February 2011~~

~~WEB SITES~~

~~CSBA: <http://www.esba.org>~~

~~California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/ediae>~~

~~California Department of Education: <http://www.cde.ca.gov>~~

~~California Office of Public School Construction: <http://www.opse.dgs.ca.gov>~~

~~(7/01 11/06) 3/12~~

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: April 16, 2014

Adopted:

King City, CA

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Resolution #13:13/14 Proclaiming
and Honoring California Day of the Teacher,
May 14, 2014

MEETING: April 16, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- ☒ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☒ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☒ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☒ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☒ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The District would like to acknowledge the dedicated certificated professionals in the district and their contribution in fulfilling the mission of education to prepare our students for the future.

The District and Board would like to recognize and honor Day of the Teacher on May 14, 2014.

Recommendation:

The recommendation is being made for the State Administrator to approve the resolution.

Fiscal Impact:

None

Submitted By:



Daniel R. Moirao, Ed.D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

**Resolution No. 13:13/14
Observance of
CALIFORNIA DAY OF THE TEACHER
May 14, 2014**

WHEREAS, over 3,500 committed teachers in Monterey County share their passion and love of learning to inspire more than 70,000 students across county to learn and pursue their own dreams; and

WHEREAS, the South Monterey County Joint Union High School District recognizes California's standards for becoming a certificated teacher are among the highest in the nation and that our teachers not only provide the encouragement and support for our children to succeed, they also partner with parents, families, and the communities to improve student learning and help build a better California; and

WHEREAS, teachers demonstrate and share their love of learning in the classroom every day and fill many roles, as listeners, explorers, role models, motivators, and mentors; and, by doing so, are partners with parents and the community in inspiring students dreams and laying the foundation for them to be good citizens; and

WHEREAS, the South Monterey County Joint Union High School District Board of Education recognizes that the quality of all students' educational experiences depends significantly and vitally upon the quality of their teachers, because the influence of a good teacher continues long after school days are only memories:

WHEREAS, we recognize the dedication and hard work educators accomplish in their classrooms every day, but especially on May 14, when the California Education Code 37222.10 (a) designates the second Wednesday in May as Day of the Teacher in honor of these committed professionals who are entrusted with fulfilling the mission of education to prepare our students for bright futures; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the South Monterey County Joint Union High School District does hereby adopt Resolution No. 13:13/14 to acknowledge the contributions of all dedicated teachers and recognizes May 14, 2014, as the Day of the Teacher; and, moreover, urges parents, students and the community to publicly show their appreciation for teachers and their contributions that improve our daily lives, our community and our futures.

PASSED AND ADOPTED by the State Administrator on April 16, 2014.

Daniel R. Moirao, Ed.D., State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Resolution #14:13/14 Proclaiming
and Honoring Classified School Employees Week,
May 18-24, 2014

MEETING: April 16, 2014

AGENDA SECTION:

X ACTION

☐ INFORMATION

☐ ACTION/CONSENT

Board Goals:

- _____ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- X _____ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- _____ Develop/Sustain Fiscal Crisis Long-Term Solution
- _____ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- _____ Ensure that Facilities are Safe for Staff and Students
- _____ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The District would like to acknowledge the dedicated classified professionals in the district and for providing the efficient and effective support to certificated staff and for giving the students the type of individual attention and support they need to succeed academically.

The District and Board would like to recognize and honor Classified School Employee Week, May 18-24, 2014.

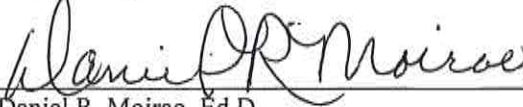
Recommendation:

The recommendation is being made for the State Administrator to approve the resolution.

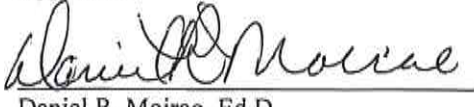
Fiscal Impact:

None

Submitted By:


Daniel R. Moirao, Ed.D.,
State Administrator

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Resolution No. 14:13/14 Proclaiming and Honoring Classified School Employee Week – May 18 – 24, 2014

WHEREAS, when a child rides the bus, eats a school breakfast or lunch, checks a book out from the school library, goes to the school office and attends school in a clear well maintained safe environment, he or she is touched by a classified school employee; and

WHEREAS, classified school employees in our school districts, County Office of Education and community colleges are the "backbone" of our public education system; and,

WHEREAS, the classified school employees of the South Monterey County Joint Union High School District provide efficient and effective support and ancillary services which are essential ingredients to excellent teaching, sound administration, and high achievement by students; and

WHEREAS, classified school employees are rarely in the spotlight, but are always central to the activities of our schools, for they serve with professionalism and dedication and set a high standard for caring and compassion; and

WHEREAS, many classified school employees serve as paraprofessionals providing direct assistance to certificated staff in the classroom and giving students the type of individual attention and support they need to succeed academically; and

WHEREAS, other classified employees perform vital clerical, transportation, food service, office support, maintenance of safe environments, and many other functions without which local school sites, and district offices, could not operate, and without which many students would not receive important educational and health-related services; and

WHEREAS, even as our system of public education depends on classified employees to serve students and staff, they often serve in challenging circumstances and, with diverse talents and true dedication, continue to nurture our students and support their colleagues;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the South Monterey County Joint Union High School District does hereby adopt Resolution No.14:13/14 to honor the contributions of classified school employees to quality education in Monterey County and recognizes the week of May 18-24, 2014 as Classified School Employee Week, an opportunity to pay homage to these valued members of Monterey County's educational teams.

PASSED AND ADOPTED by the State Administrator on April 16, 2014.

Daniel R. Moirao, Ed.D., State Administrator

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Common Core Implementation Funding Plan

MEETING: April 16, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- ☒ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☒ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

California Department of Education has allocated \$395,463.64 in Common Core State Standards implementation funds. CCSS implementation funds can be expended for:

- Professional development
- Instructional materials aligned to the academic content standards
- Integration of the academic content standards through technology-based instruction including expenditures necessary to support the administration of computer-based assessments

The plan was developed to meet needs in each of the three above areas. The plan must be heard in a public meeting of the governing board of the school district before its adoption in a subsequent public meeting.

Recommendation:

The recommendation is being made for the State Administrator to approve the Common Core State Standards implementation plan.

Fiscal Impact:

\$395,463.63 is apportioned to SMCJUHSD as a one-time allocation for CCS.

Submitted By:



Wendy Pospichal, Ed. D.
Assistant Superintendent, Administrative Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

SMCJUHSD Common Core Funding Plan

2013 -2014 & 2014-2015 School Years – Funding: \$395,463.64

Category	Item/Service	Approximate Cost	Implementation	Position Responsible for Implementation
Technology to Support Common Core		\$270,000		
Firewalls	Firewalls <ul style="list-style-type: none"> GHS KCHS (inc. PBCHS) 	\$10,000	Spring – Summer 2014	Director of IT
Increased WiFi	Additional WiFi for access availability in all classrooms	\$40,000	Spring – Summer 2014	Director of IT
Increase number of computers at all school sites (portable labs)	Portable computer labs <ul style="list-style-type: none"> GHS (2) KCHS (1) PBCHS (1) 	\$160,000	Spring – Summer 2014	Director of IT
LCD projectors and document cameras for classrooms in which the do not exist but would be used	LCD projectors/ document cameras <ul style="list-style-type: none"> GHS (2/3 of classrooms) PBCHS (all 3) 	\$40,000	Spring – Fall 2014	Director of IT
Support writing across the curriculum through technology	turnitin.com site licenses	\$5,000	Summer 2014	Director of IT
Prevention of computer damage	Screen savers for computers	\$2,000	Summer 2014	Director of IT
Replacement computers and replacement parts	Individual computers and replacement parts	\$13,000 (and any Technology reserve)	Fall – Winter 2014	Director of IT

SMCJUHSD Common Core Funding Plan

2013 -2014 & 2014-2015 School Years – Funding: \$395,463.64

Category	Item/Service	Approximate Cost	Implementation	Position Responsible for Implementation
Common Core Professional Development		\$80,000		
Provide <u>ALL</u> teachers the opportunity for teachers to create Common Core tools and lessons	Teachers will work to develop Common Core tools and lessons	\$40,000	June 2014	Assistant Superintendent
Math 1 and 2	Math 1 and 2 MVP Publisher training through MCOE (6 teachers per training; registration fees and hourly rate)	\$25,000	June 2014	Assistant Superintendent
Provide on-going Common Core training for teachers	MCOE, in-house professional development, other resources	\$15,000 (and any Professional Development reserve)	2014-2015 school year	Assistant Superintendent

SMCJUHSD Common Core Funding Plan

2013 -2014 & 2014-2015 School Years – Funding: \$395,463.64

Category	Item/Service	Approximate Cost	Implementation	Position Responsible for Implementation
Materials and Supplies to Support Common Core Implementation		\$45,463.64		
Materials necessary for student CC specific text sets and performance tasks	Toner and paper	\$6,000	2014-2015	Assistant Superintendent
Integrated math and ERWC (Sr. English) curriculum	Printing	\$21, 000	2014-2015	Assistant Superintendent
Integrated math teacher materials	Curriculum adopted teacher answer keys	\$700	Spring 2013	Assistant Superintendent
Math supplies to implement Integrated math curriculum	Materials required for Integrated Math Common Core lessons (including compasses, patty paper, rulers, miras, calculators, graph paper, protractors)	\$4500	Spring 2013	Assistant Superintendent
Common Core supplies and supplementary materials	Materials and supplies for implementation of Common Core lessons	\$13,263.64 (and any Materials and Supplies reserve)	2014-2015	Assistant Superintendent

Common Core State Standards Implementation FAQ

Frequently Asked Questions (FAQ) on Common Core State Standards (CCSS) implementation funds from education trailer bill, Assembly Bill 86 (Chapter 48, Statutes of 2013).

1. Who is eligible to receive CCSS implementation funds?
2. Are there conditions placed on local educational agencies (LEAs) seeking the CCSS implementation funds?
3. Do recipients of funds have to submit local plans to the Department of Education?
4. How will CCSS implementation funds be disbursed?
5. When can LEAs expect to receive the CCSS implementation funds?
6. What are the allowable uses of CCSS implementation funds?
7. How do we accrue these funds?
8. When do these funds need to be encumbered?
9. Will these funds be subject to a state audit?
10. Where can I find more information on the CCSS implementation funds?

1. Who is eligible to receive CCSS implementation funds?

School districts, county offices of education, charter schools, and state special schools with 2012–13 enrollment are eligible to receive CCSS implementation funds.

2. Are there conditions placed on local educational agencies (LEAs) seeking the CCSS implementation funds?

As a condition of receiving CCSS implementation funds, a school district, county office of education, charter school, or state special school is required to:

1. Develop and adopt a plan delineating how the CCSS implementation funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
2. On or before July 1, 2015, report detailed information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development.

3. Do recipients of funds have to submit local plans to the Department of Education?

No. The plans need to be heard in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

4. How will CCSS implementation funds be disbursed?

The CDE will apportion funds to school districts, county offices of education, charter schools, and state special schools using an equal rate per pupil based on 2012–13 enrollment.

5. When can LEAs expect to receive the CCSS implementation funds?

The CDE plans to issue the first apportionment (50 percent of funds) in August 2013, and a second apportionment (50 percent of funds) in October 2013.

6. What are the allowable uses of CCSS implementation funds?

CCSS implementation funds can be expended for any of the following purposes:

1. Professional development for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the academic content standards adopted pursuant to California *Education Code (EC)* sections 60605.8, 60605.11, 60605.85, and 60811.3.
2. Instructional materials aligned to the academic content standards adopted pursuant to *EC* sections 60605.8, 60605.85, 60605.11, and 60811.3 including, but not limited to, supplemental instructional materials as provided in sections 60605.86, 60605.87, and 60605.88.
3. Integration of these academic content standards through technology-based instruction for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary to support the administration of computer-based assessments and provide high-speed, high-bandwidth Internet connectivity for the purpose of administration of computer-based assessments.

7. How do we accrue these funds?

Assembly Bill (AB) 86 (Chapter 48, Statutes of 2013), Section 85, appropriates \$1.25 billion to support the integration of

academic content standards in instruction adopted pursuant to various *EC* sections. AB 86 specifies that \$1 billion of this funding is deemed to be appropriated for the 2012–13 fiscal year, with the remaining \$250 million appropriated for the 2013–14 fiscal year.

The CDE will apportion \$625 million in August 2013, with the remaining \$625 million expected to be apportioned in October 2013.

Since a portion of the Common Core Implementation funding is appropriated for 2012–13, the CDE has determined that in accordance with Generally Accepted Accounting Principles (GAAP) LEAs may accrue the associated revenue in 2012–13. However, AB 86, Section 85 specifies that LEAs may encumber these funds at any time during 2013–14 or 2014–15. Because this language imposes a time requirement on the use of funds, and the time period for use of funds begins in the year after the funding is appropriated, LEAs that accrue revenue in 2012–13 should record a like amount of deferred revenue in 2012–13. The net effect of both entries on an LEA's fund balance will be zero.

For LEAs using the modified accrual basis of accounting, the amount accrued should be only what is expected to be received in the August apportionment. This is because in the modified accrual basis of accounting used for governmental funds, the availability criterion for revenue recognition must be met. The October apportionment is beyond the 90-day collection period necessary to be deemed available for revenue recognition purposes.

For those charter schools using the accrual basis of accounting, the availability criterion is not a factor in revenue recognition. The entire amount of Common Core funding appropriated for 2012–13 would be recognized as a receivable for 2012–13. Since the time requirement regarding the use of the funds has not been met as of June 30th, the charter schools would defer recognition of the entire amount of the (unearned) revenue until 2013–14.

The CDE has established Resource 7405 for this funding. It will be included in an update to the tables of valid code combinations to be released the first week of August.

8. When do these funds need to be encumbered?

A school district, county office of education, charter school, or state special school may encumber the CCSS implementation funds at any time during the 2013–14 or 2014–15 fiscal years.

9. Will these funds be subject to a state audit?

Yes. CCSS implementation funds will be subject to the annual audits required by *EC* Section 41020.

10. Where can I find more information on the CCSS implementation funds?

Language governing the allocation and use of CCSS implementation funds can be found in the education trailer bill, AB 86, Section 85.

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Questions: Karen Almquist | kalmquist@cde.ca.gov | 916-327-4406

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Thursday, September 12, 2013

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Adoption New Course: Math 1 Honors

MEETING: April 16, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- ☒ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☐ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Math 1 is the first of three integrated math courses following Common Core State Standards. Math teachers and the publishers of the Math 1 curriculum recognize the need for a Math 1 Honors course. Math 1 Honors allows students who have a strong foundational understanding of mathematical principal and practices an opportunity to engage in mathematical problem solving with increased depth of knowledge. Students are enrolled in Math 1 Honors in lieu of Math 1. Students who complete in Math 1 Honors as a freshman are on a solid pathway to complete AP Calculus during their senior year.

Students who complete the yearlong course will earn 10 mathematics credits.

Recommendation:

The recommendation is being made for the State Administrator to approve the Math 1 Honors course.

Fiscal Impact:

None

Submitted By:



Wendy Pospichal, Ed.D.
Assistant Superintendent, Administrative Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Resource Title: Secondary One Mathematics - HONORS Student Edition

Publisher: Mathematics Vision Project

ISBN: This is an e-book located at <http://www.mathematicsvisionproject.org>

Media: internet pdf

Authors: Scott Hendrickson, Joleigh Honey, Barbara Kuehl, Travis Lemon, and Janet Sutorius

Copyright: Creative Commons License Review date: July 30, 2013

Core Subject Area: Secondary I Mathematics

Mathematics, Secondary 1

Standard	Designated Sections
Unit 1: Relationships Between Quantities	
Reason quantitatively and use units to solve problems. <i>Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.</i>	
N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Module 1 Task 3 Serving Up Symbols Module 1 Task 4 Examining Units Module 3 Task 7 Shopping for Cats and Dogs
N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.	Module 1 Task 1 Checkerboard Borders Module 1 Task 2 Building More Checkerboard Borders Module 3 Task 6 Get to the Point
N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	

<p>Interpret the structure of expressions. <i>Limit to linear expressions and to exponential expressions with integer exponents.</i></p>	
<p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.</p> <ul style="list-style-type: none"> a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> 	<p>Module 1 Task 1 Checkerboard Borders Module 1 Task 2 Building More Checkerboard Borders Module 1 Task 3 Serving Up Symbols Module 4 Task 7 Making My Point Module 4 Task 8 Efficiency Experts Module 4 Task 9 Up a Little, Down a Little</p>
<p>Create equations that describe numbers or relationships. <i>Limit A.CED.1 and A.CED.2 to linear and exponential equations, and, in the case of exponential equations, limit to situations requiring evaluation of exponential functions at integer inputs. Limit A.CED.3 to linear equations and inequalities. Limit A.CED.4 to formulas with a linear focus.</i></p>	
<p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p>	<p>Module 1 Task 5 Cafeteria Actions and Reactions Module 4 Task 1 Piggies and Pools</p>
<p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	<p>Module 2 Task 2 Too Big or Not Too Big, That is the Question Module 2 Task 3 Some of One, None of the Other Module 2 Task 4 Pampering and Feeding Time Module 4 Task 7 Making My Point Module 4 Task 8 Efficiency Experts Module 4 Task 9 Up a Little, Down a Little</p>
<p>A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p>	<p>Module 2 Task 1 Pet Sitters Module 2 Task 4 Pampering and Feeding Time Module 2 Task 5 All for One, One for All, Part 1 & 2 Module 2 Task 9 Food For Fido and Fluffy Module 5 Task 4 The Water Park Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions</p>

A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i>	Module 1 Task 6 Elvira's Equations Module 1 Task 7 Solving Equations, Literally
Unit 2: Linear and Exponential Relationships In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They move beyond viewing functions as processes that take inputs and yield outputs and start viewing functions as objects in their own right. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that, depending upon the context, these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students reason with the units in which those quantities are measured. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.	
Represent and solve equations and inequalities graphically. <i>For A.REI.10 focus on linear and exponential equations and be able to adapt and apply that learning to other types of equations in future courses. For A.REI.11, focus on cases where $f(x)$ and $g(x)$ are linear or exponential.</i>	
A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Module 2 Task 6 Get to the Point!
A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	Module 5 Task 4 The Water Park Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions Module 5 Task 9 Match that Function
A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Module 2 Task 2 Too Big or Not Too Big, That is the Question Module 2 Task 3 Some of One, None of the Other Module 2 Task 4 Pampering and Feeding Time Module 2 Task 5 All for One, One for All, Part 1 & 2

<p>Understand the concept of a function and use function notation. <i>Students should experience a variety of types of situations modeled by functions. Detailed analysis of any particular class of function at this stage is not advised. Students should apply these concepts throughout their future mathematics courses.</i> <i>Draw examples from linear and exponential functions. In F.IF.3, draw connection to F.BF.2, which requires students to write arithmetic and geometric sequences. Emphasize arithmetic and geometric sequences as examples of linear and exponential functions.</i></p>	
<p>F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p>	<p>Module 5 Task 7 A Water Function Module 5 Task 8 To Function or Not to Function</p>
<p>F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p>	<p>Module 5 Task 4 The Water Park Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions Module 5 Task 6 Interpreting Functions Module 5 Task 9 Match that Function</p>
<p>F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p>	<p>Module 4 Task 1 Connecting the Dots: Piggies and Pools Module 5 Task 8 To Function or Not to Function</p>
<p>Interpret functions that arise in applications in terms of a context. <i>For F.IF.4 and 5, focus on linear and exponential functions. For F.IF.6, focus on linear functions and intervals for exponential functions whose domain is a subset of the integers. Mathematics II and III will address other function types. N.RN.1 and N.RN.2 will need to be referenced here before discussing exponential models with continuous domains.</i></p>	
<p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i></p>	<p>Module 5 Task 1 Getting Ready for a Pool Party Module 5 Task 2 Floating Down the River Module 5 Task 3 Features of Functions Module 5 Task 4 The Water Park Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions Module 5 Task 9 Match that Function</p>

<p>F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p>	<p>Module 5 Task 2 Floating Down the River Module 5 Task 3 Features of Functions Module 5 Task 4 The Water Park Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions Module 5 Task 9 Match that Function</p>
<p>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p>	<p>Module 4 Task 2 Sorting Out the Change Module 4 Task 3 Where's My Change?</p>
<p>Analyze functions using different representations. <i>For F.IF.7a, 7e, and 9 focus on linear and exponential functions. Include comparisons of two functions presented algebraically. For example, compare the growth of two linear functions, or two exponential functions such as $y=3^n$ and $y=100 \cdot 2^n$.</i></p>	
<p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <ul style="list-style-type: none"> a. Graph linear and quadratic functions and show intercepts, maxima, and minima. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. 	<p>Module 4 Task 5 Getting Down to Business Module 4 Task 9 Up a Little, Down a Little Module 5 Task 4 The Water Park Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions Module 5 Task 9 Match that Function</p>
<p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	<p>Module 7 Task 4 Training Day Module 7 Task 5 Training Day Part II Module 7 Task 6 Shifting Functions</p>
<p>Build a function that models a relationship between two quantities. <i>Limit F.BF.1a, 1b, and 2 to linear and exponential functions. In F.BF.2 connect arithmetic sequences to linear functions and geometric sequences to exponential functions.</i></p>	
<p>F.BF.1 Write a function that describes a relationship between two quantities.</p> <ul style="list-style-type: none"> a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. <i>For example, build a</i> 	<p>Module 3 Task 1 Growing Dots Module 3 Task 2 Growing, Growing Dots Module 3 Task 3 Scott's Workout Module 3 Task 4 Don't Break the Chain</p>

function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	Module 3 Task 5 Something to Chew On Module 3 Task 6 Chew On This Module 3 Task 7 What Comes Next? What Comes Later? Module 4 Task 6 Growing, Growing, Gone Module 5 Task 5 Pooling It Together Module 5 Task 6 Interpreting Functions Module 7 Task 4 Training Day Module 7 Task 5 Training Day Part II Module 7 Task 6 Shifting Functions
F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	Module 4 Task 6 Growing, Growing, Gone
Build new functions from existing functions. <i>Focus on vertical translations of graphs of linear and exponential functions. Relate the vertical translation of a linear function to its y-intercept.</i>	
F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i>	Module 7 Task 4 Training Day Module 7 Task 5 Training Day Part II Module 7 Task 6 Shifting Functions
Construct and compare linear, quadratic, and exponential models and solve problems. <i>For F.LE.3, limit to comparisons between exponential and linear models.</i>	
F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	Module 3 Task 1 Growing Dots Module 3 Task 2 Growing, Growing Dots Module 3 Task 3 Scott's Workout Module 3 Task 4 Don't Break the Chain Module 3 Task 5 Something to Chew On Module 3 Task 6 Chew On This Module 3 Task 7 What Comes Next? What Comes Later? Module 4 Task 2 Sorting Out the Change Module 4 Task 3 Where's My Change? Module 4 Task 6 Growing, Growing, Gone

<p>F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>	<p>Module 3 Task 1 Growing Dots Module 3 Task 2 Growing, Growing Dots Module 3 Task 3 Scott's Workout Module 3 Task 4 Don't Break the Chain Module 3 Task 5 Something to Chew On Module 3 Task 6 Chew On This Module 3 Task 7 What Comes Next? What Comes Later? Module 3 Task 8 What Does It Mean? Module 3 Task 9 Geometric Meanies Module 3 Task 10 I Know . . . What Do You Know? Module 4 Task 2 Sorting Out the Change Module 4 Task 3 Where's My Change? Module 4 Task 5 Getting Down to Business Module 4 Task 6 Growing, Growing, Gone</p>
<p>F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p>	<p>Module 4 Task 4 Linear, Exponential or Neither Module 4 Task 5 Getting Down to Business Module 4 Task 6 Growing, Growing, Gone</p>
<p>Interpret expressions for functions in terms of the situation they model. <i>Limit exponential functions to those of the form $f(x) = b^x + k$.</i></p>	
<p>F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context.</p>	<p>Module 4 Task 4 Linear, Exponential or Neither Module 4 Task 5 Getting Down to Business Module 4 Task 7 Making My Point Module 4 Task 9 Up a Little, Down a Little</p>
<p>Unit 3: Reasoning with Equations By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. This unit builds on these earlier experiences by asking students to analyze and explain the process of solving an equation and to justify the process used in solving a system of equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. Students explore systems of equations and inequalities, and they find and interpret their solutions. All of this work is grounded on understanding quantities and on relationships between them.</p>	

<p>Understand solving equations as a process of reasoning and explain the reasoning. <i>Students should focus on and master A.REI.1 for linear equations and be able to extend and apply their reasoning to other types of equations in future courses. Students will solve exponential equations with logarithms in Mathematics III.</i></p>	
<p>A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p>	<p>Module 1 Task 5 Cafeteria Actions and Reactions Module 1 Task 7 Solving Equations, Literally Module 1 Task 8 Cafeteria Conundrums Module 1 Task 9 Greater Than? Module 1 Task10 Taking Sides</p>
<p>Solve equations and inequalities in one variable. <i>Extend earlier work with solving linear equations to solving linear inequalities in one variable and to solving literal equations that are linear in the variable being solved for. Include simple exponential equations that rely only on application of the laws of exponents, such as $5^x = 125$ or $2^x = 1/16$.</i></p>	
<p>A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>	<p>Module 1 Task 6 Elvira's Equations Module 1 Task 7 Solving Equations, Literally Module 1 Task 8 Cafeteria Conundrums Module 1 Task 9 Greater Than? Module 1 Task10 Taking Sides Module 3 Task 8 What Does It Mean? Module 3 Task 9 Geometric Meanies Module 4 Task 10 X Marks the Spot</p>
<p>Solve systems of equations. <i>Build on student experiences graphing and solving systems of linear equations from middle school to focus on justification of the methods used. Include cases where the two equations describe the same line (yielding infinitely many solutions) and cases where two equations describe parallel lines (yielding no solution); connect to GPE.5, which requires students to prove the slope criteria for parallel lines.</i></p>	
<p>A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p>	<p>Module 2 Task 7 Shopping for Cats and Dogs Module 2 Task 8 Can You Get to the Point, Too?</p>
<p>A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>	<p>Module 2 Task 6 Get to the Point Module 2 Task 7 Shopping for Cats and Dogs Module 2 Task 8 Can You Get to the Point, Too? Module 2 Task 10 Taken Out of Context</p>

Unit 4: Descriptive Statistics Experience with descriptive statistics began as early as Grade 6. Students were expected to display numerical data and summarize it using measures of center and variability. By the end of middle school they were creating scatterplots and recognizing linear trends in data. This unit builds upon that prior experience, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.	
Summarize, represent, and interpret data on a single count or measurement variable. <i>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</i>	
S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).	Module 8 Task 1 Texting By the Numbers Module 8 Task 2 Data Distributions
S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Module 8 Task 1 Texting By the Numbers Module 8 Task 2 Data Distributions
S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Module 8 Task 1 Texting By the Numbers Module 8 Task 2 Data Distributions
Summarize, represent, and interpret data on two categorical and quantitative variables. <i>Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.</i> <i>S.ID.6b should be focused on situations for which linear models are appropriate.</i>	
S.ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Module 8 Task 3 After School Activity Module 8 Task 4 Relative Frequency
S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	Module 8 Task 7 Getting Schooled Module 8 Task 8 Rocking the Residuals
Interpret linear models <i>Build on students' work with linear relationships in eighth grade and introduce the correlation coefficient. The focus here is on the computation and</i>	

<i>interpretation of the correlation coefficient as a measure of how well the data fit the relationship. The important distinction between a statistical relationship and a cause-and-effect relationship arises in S.ID.9</i>	
S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Module 8 Task 6 Making More \$ Module 8 Task 7 Getting Schooled
S.ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.	Module 8 Task 5 Connect the Dots Module 8 Task 6 Making More \$ Module 8 Task 7 Getting Schooled
S.ID.9 Distinguish between correlation and causation.	
Unit 5: Congruence, Proof, and Constructions In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.	
Experiment with transformations in the plane. <i>Build on student experience with rigid motions from earlier grades. Point out the basis of rigid motions in geometric concepts, e.g., translations move points a specified distance along a line parallel to a specified line; rotations move objects along a circular arc with a specified center through a specified angle.</i>	
G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Module 6 Task 1 Leaping Lizards! Module 6 Task 2 Is It Right? Module 6 Task 4 Leap Year
G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Module 6 Task 1 Leaping Lizards! Module 6 Task 4 Leap Year
G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Module 6 Task 5 Symmetries of Quadrilaterals Module 6 Task 6 Symmetries of Regular Polygons Module 6 Task 7 Quadrilaterals-Beyond Definition
G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles,	Module 6 Task 1 Leaping Lizards!

circles, perpendicular lines, parallel lines, and line segments.	Module 6 Task 3 Leap Frog Module 6 Task 4 Leap Year Module 6 Task 7 Quadrilaterals-Beyond Definition
G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another	Module 6 Task 1 Leaping Lizards! Module 6 Task 3 Leap Frog Module 6 Task 8 Can You Get There From Here?
Understand congruence in terms of rigid motions. <i>Rigid motions are at the foundation of the definition of congruence. Students reason from the basic properties of rigid motions (that they preserve distance and angle), which are assumed without proof. Rigid motions and their assumed properties can be used to establish the usual triangle congruence criteria, which can then be used to prove other theorems.</i>	
G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Module 6 Task 5 Symmetries of Quadrilaterals Module 6 Task 6 Symmetries of Regular Polygons Module 6 Task 7 Quadrilaterals-Beyond Definition Module 6 Task 9 Congruent Triangles
G.CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Module 6 Task 9 Congruent Triangles
G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Module 6 Task 9 Congruent Triangles
Make geometric constructions. <i>Build on prior student experience with simple constructions. Emphasize the ability to formalize and defend how these constructions result in the desired objects.</i>	
G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i>	Module 6 Task 11 Under Construction Module 6 Task 12 More Things Under Construction Module 6 Task 13 Justifying Constructions Module 6 Task 14 Construction Blueprints

<p>G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p>	<p>Module 6 Task 11 Under Construction Module 6 Task 12 More Things Under Construction Module 6 Task 13 Justifying Constructions Module 6 Task 13 Construction Blueprints</p>
<p>Unit 6: Connecting Algebra and Geometry Through Coordinates Building on their work with the Pythagorean Theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines.</p>	
<p>Use coordinates to prove simple geometric theorems algebraically. <i>This unit has a close connection with Unit 5. Reasoning with triangles in this unit is limited to right triangles; e.g., derive the equation for a line through two points using similar right triangles.</i> <i>Relate work on parallel lines in G.GPE.5 to work on A.REI.5 in Mathematics I involving systems of equations having no solution or infinitely many solutions. G.GPE.7 provides practice with the distance formula and its connection with the Pythagorean theorem.</i></p>	
<p>G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i></p>	<p>Module 7 Task 3 Prove It!</p>
<p>G.GPE.5 Prove the slope criteria for parallel and perpendicular lines; use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p>	<p>Module 6 Task 2 Is It Right? Module 6 Task 4 Leap Year Module 7 Task 2 Slippery Slopes</p>
<p>G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.</p>	<p>Module 6 Task 1 Go the Distance</p>
<p>In addition to the core standards found at http://schools.utah.gov/CURR/mathsec/CommonCore/Secondary-I.aspx, 9th grade honors mathematics topics include:</p>	
<p>Understand and use logical reasoning to make and evaluate arguments.</p>	<p>All modules</p>

N.VM.1: Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $ \mathbf{v} $, $\ \mathbf{v}\ $, v).	Module 7 Task 7H The Arithmetic of Vectors
N.VM.2: Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	Module 7 Task 7H The Arithmetic of Vectors
N.VM.3: Solve problems involving velocity and other quantities that can be represented by vectors.	Module 7 Task 7H The Arithmetic of Vectors Module 7 Task 12H Plane Geometry
N.VM.4: Add and subtract vectors	Module 7 Task 7H The Arithmetic of Vectors Module 7 Task 12H Plane Geometry
N.VM.5: Multiply a vector by a scalar.	Module 7 Task 7H The Arithmetic of Vectors
N.VM.6: Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	Module 3 Task 13H To Market with Matrices
N.VM.7: Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	Module 7 Task 7H The Arithmetic of Vectors
N.VM.8: Add, subtract, and multiply matrices of appropriate dimensions.	Module 7 Task 8H More Arithmetic of Matrices
N.VM.9: Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties	Module 7 Task 8H More Arithmetic of Matrices
N.VM.10: Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	Module 7 Task 9H The Determinant of a Matrix
N.VM.11: Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	Module 7 Task 11H Transformations with Matrices
N.VM.12: Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	Module 7 Task 9H The Determinant of a Matrix Module 7 Task 11H Transformations with Matrices Module 7 Task 12H Plane Geometry
Represent average rate of change as the slope of the secant line.	Module 4 Task 6H I Can See – Can't You?
Solve systems of linear equations using matrices.	Module 3 Task 14H Solving Systems with Matrices Module 7 Task 10H Solving Systems with Matrices, Revisited

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Adoption of Math 1 Honors Curriculum

MEETING: April 16, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- ☒ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☐ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Math 1 Honors allows students who have a strong foundational understanding of mathematical principal and practices an opportunity to engage in mathematical problem solving with increased depth of knowledge. Students are enrolled in Math 1 Honors in lieu of Math 1.

Integrated Pathway Secondary Mathematics 1 is distributed through The Mathematics Vision Project (MVP). The curriculum, (c) 2012 Utah Secondary One by Mathematics Vision Project and in partnership with the Utah State Office of Education is licensed under a License. The materials are available on-line and may be downloaded and printed.

Recommendation:

The recommendation is being made for the State Administrator to approve Mathematics Vision Project Secondary Math One: Integrated Pathway CCSS Mathematics as the district adopted curriculum for Math 1 Honors.

Fiscal Impact:

The fiscal impact is approximately \$1200 per year, in duplication fees, to serve all Math 1 Honors students in SMCJUHSD.

Submitted By:



Wendy Pospichal, Ed. D.
Assistant Superintendent, Administrative Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator



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Secondary Mathematics One: Integrated Pathway CCSS

Please if you find errors, typos or have feedback please describe the issue on the [feedback form for Math One](#).
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Mathematics One Student Edition

[Introduction to the Materials](#)
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Mathematics One Honors Student

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Mathematics One Teacher Notes

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[Core Alignment Document](#)

Mathematics One HONORS Teacher

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[Module 7: Connecting Algebra and Geometry HONORS](#)
[Module 8: Modeling Data HONORS](#)
[Core Alignment Document](#)

The Mathematics Vision Project (MVP) curriculum has been developed to realize the vision and goals of the New Core Standards of Mathematics. The Comprehensive Mathematics Instruction (CMI) framework is an integral part of the materials. You can read more about the CMI framework in the Utah Mathematics Teacher Journal. ([UCTM, 2009](#))

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD

SUBJECT: Adoption New Course: AP Environmental Science **MEETING:** April 16, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- ☒ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☐ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

AP Environmental Science is an introductory college course. The course is approved by the College Board and the AP Environmental Science test is given annually. Students who score a three or higher on a five point rubric may receive college/university through the protocols of post-secondary institutions. In line with the Next Generation Science Standards, Advanced Placement Environmental Science is an end of course offering which provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. AP Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study including biology, chemistry, earth science and geography.

Students who complete the yearlong AP Environmental Science course will earn 10 biology or 10 elective credits.


Recommendation:

The recommendation is being made for the State Administrator to approve the Advanced Placement Environmental Science course


Fiscal Impact:

None

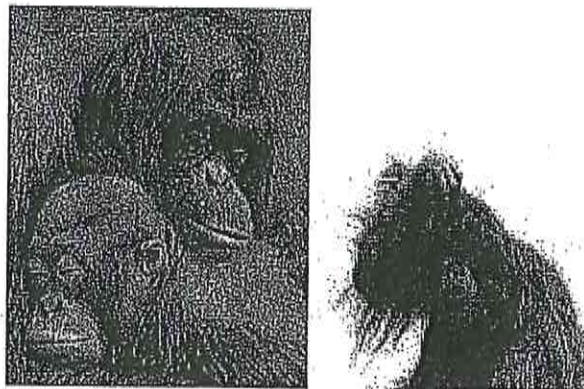
Submitted By:


Wendy Pospichal, Ed.D.
Assistant Superintendent, Administrative Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

A.P.E.S. – AP Environmental Science



Course Description

The goal of the Advanced Placement Environmental Science course (AP Environmental Science, or APES) is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study (e.g. biology, chemistry, earth science, geography), yet there are several major unifying themes that cut across the many topics included in the study of environmental science.

AP Environmental Science has a significant laboratory and field investigation component. The goal of this component is to complement the classroom portion of the course by allowing students to learn about the environment through firsthand observations. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom, to explore specific problems with a depth not easily achieved otherwise, and to gain an awareness of the importance of confounding variables that exist in the real world. Examples of investigations include: collecting and analyzing water and soil samples, conducting long term studies on a local ecosystem or environmental problem, analyzing real data sets, and visiting local public facilities such as a water-treatment plant. The laboratory and field component will challenge student abilities to:

- Critically observe environmental systems
- Develop and conduct well-designed experiments
- Utilize appropriate techniques and instrumentation

- Analyze and interpret data, including appropriate statistical and graphical presentations
- Think analytically and apply concepts to the solution of environmental problems
- Make conclusions and evaluate their quality and validity
- Propose further questions for study
- Communicate accurately and meaningfully about observations and conclusions

Are there any prerequisites for students who want to take AP Environmental Science?

This course is an excellent choice for students who have completed two years of high school laboratory science -- one year of life science and one year of a physical science (for example, a year of biology and a year of chemistry). Students should also have at least a Math 1 under their belts; and a course in earth science would be helpful. Because of these prerequisites, AP Environmental Science is usually taken in either the junior or senior year. -- AP Program

Topics of study include the following:

I. Interdependence of Earth Systems: Fundamental Principles and Concepts (25%)

- A. Flow of Energy B. The Cycling of Matter C. The Solid Earth D. The Atmosphere
- E. The Biosphere

II. Human Population Dynamics (10%)

- A. History and Global Distribution B. Carrying Capacity-Local, Regional, Global
- C. Cultural and Economic Influences

III. Renewable and Nonrenewable Resources: Distribution, Ownership, Use, Degradation (15%)

- A. Water B. Minerals C. Soils D. Biological E. Energy
- F. Land

IV. Environmental Quality (20-25%)

- A. Air/Water/Soil B. Solid Waste C. Impact on Human Health

V. Global Changes and Their Consequences (15-20%)

- A. First-order Effects (changes) B. Higher-order Interactions (consequences)

VI. Environment and Society: Trade-Offs and Decision Making (10%)

- A. Economic Forces

- B. Cultural and Aesthetic Considerations
- C. Environmental Ethics
- D. Environmental Laws and Regulations (International, National, and Regional)
- E. Issues and Options (conservation, preservation, restoration, remediation, sustainability, mitigation)

Textbook: Miller, G. Tyler, Jr. *Living in the Environment: Principles, Connections, and Solutions*, 17th ed., Belmont, CA: Brooks/Cole, 2012. Also, students will need the accompanying lab book.

The companion website offers many interactive tutorials and updated links for materials and supplements related to environmental science.

The course will cover Chapters 1-26 as recommended by the College Board. **Students will be expected to keep an organized notebook of lecture notes, field notes, labs, and homework assignments.** These will serve as a valuable study guide for the AP exam.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Adoption of AP Environmental Science Curriculum **MEETING:** April 16, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

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Board Goals:

- ☒ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☐ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

AP Environmental Science is an introductory college course. The course is approved by the College Board and the AP Environmental Science test is given annually. Students who score a three or higher on a five point rubric may receive college/university through the protocols of post-secondary institutions. In line with the Next Generation Science Standards, Advanced Placement Environmental Science is an end of course offering which provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Living in the Environment: Principles, Connections, and Solutions, 18th edition is the recommended text for the course.


Recommendation:

Curriculum: The recommendation is being made for the State Administrator to approve Living in the Environment: Principles, Connections, and Solutions, 18th edition (G.T. Miller), as the district adopted curriculum for AP Environmental Science and


Fiscal Impact:

Curriculum: The fiscal impact is approximately \$9,000 to serve one class of students and one teacher.

Submitted By:


Wendy Pospichal, Ed.D.
Assistant Superintendent Administrative Services

Approved:


Daniel R. Moirao, Ed.D.
State Administrator

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Living in the Environment, 18th Edition

G. Tyler Miller Jr.

Scott Spoolman

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24. Politics, Environment, and Sustainability.

25. Environmental Worldviews, Ethics, and Sustainability.

SUPPLEMENTS.

1. Measurement Units.

2. Reading Graphs and Maps.

3. Environmental History of the United States.

4. Some Basic Chemistry.

5. Weather Basics.

6. Maps and Map Analysis.

7. Environmental Data and Data Analysis.

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Living in the Environment / Edition 18

by G. Tyler Miller, Scott Spoolman

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**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Adoption of AP Human Geography Curriculum

MEETING: April 16, 2014

AGENDA SECTION:

☐ ACTION

☐ INFORMATION

☐ ACTION/CONSENT

Board Goals:

- ☒ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☐ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

AP Human Geography is an introductory college course. The course is approved by the College Board and the AP Human Geography test is given annually. Students who score a three or higher on a five point rubric may receive college/university through the protocols of post-secondary institutions. The Cultural Landscape: An Introduction to Human Geography is the recommended text for the course. Supplementary materials are suggested.

Recommendation:

The recommendation is being made for the State Administrator to approve The Cultural Landscape: An Introduction to Human Geography, 11th edition (J.M. Rubenstein) as the district adopted curriculum for AP Human Geography and Cracking the AP Human Geography Exam (Princeton Review), AP Human Geography Review (Kaplan) and How to Prepare for AP Human Geography (Barron)

Fiscal Impact

Curriculum: The fiscal impact is approximately \$6000 to serve one class of students and one teacher.

Supplementary Curriculum The fiscal impact is approximately \$1000 (36 each of Barron's and Princeton Review and 1 copy of Kaplan)

Submitted By:

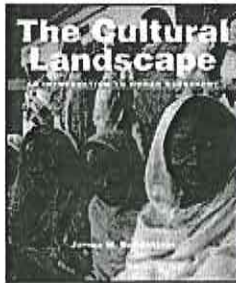


Wendy Pospichal, Ed. D.
Assistant Superintendent, Administrative Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

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Cultural Landscape, The: An Introduction to Human Geography, 11/E

James M. Rubenstein, *Miami University of Ohio*

ISBN-10: 0321831586 • ISBN-13: 9780321831583

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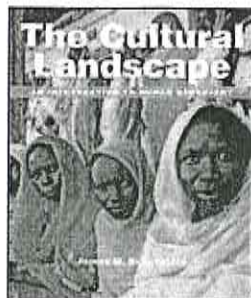
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James M. Rubenstein, *Miami University of Ohio*

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About This Product

DESCRIPTION


Trusted for its timeliness, readability, and sound pedagogy, ***The Cultural Landscape: An Introduction to Human Geography*** emphasizes the role of geographic concepts to human challenges. The relationship between globalization and cultural diversity is woven throughout; Rubenstein addresses these themes with a clear organization and presentation that engages students and appeals to instructors. The **Eleventh Edition** focuses on issues of social inequality to discuss negative trends (such as the economic downturn, depletion of resources, and human-caused climate change) as well as positive steps to sustainability, technology, regime change, women's rights, and more). An updated design is optimized for eBooks and more effective student learning. Cartography and photos are fully updated.

THIS PRODUCT IS AN ALTERNATE VERSION OF

- **Cultural Landscape, The: An Introduction to Human Geography MasteringGeography with eText -- Access Card Package, 11/E**
Rubenstein

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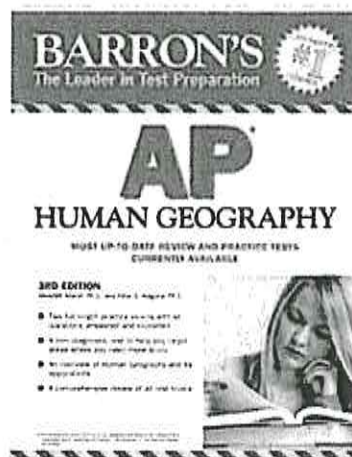
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by Meredith Marsh, Peter S. Alagona

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Overview - Updated to reflect the latest Advanced Placement exams, this new edition presents two full-length practice exams in AP Human Geography with answers and explanations, plus a detailed eight-chapter subject review. It also includes a mini-diagnostic test to help students target specific areas where they need more study. Topics covered include a description of Human Geography and its applications, map reading and understanding scale, population geography, cultural geography, political geography, economic geography, ...See more details below

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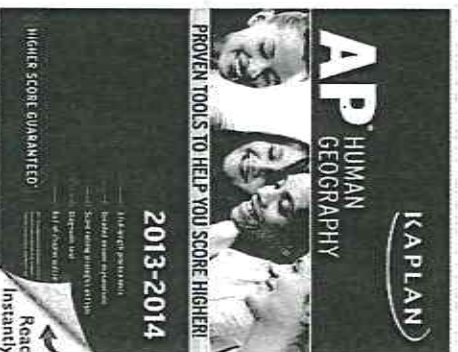
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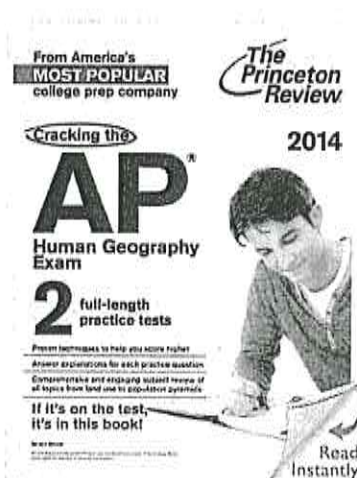


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SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Adoption New Course: AP Human Geography

MEETING: April 16, 2014

AGENDA SECTION:

☒ **ACTION**

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- ☒ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- ☐ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- ☐ Develop/Sustain Fiscal Crisis Long-Term Solution
- ☐ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- ☐ Ensure that Facilities are Safe for Staff and Students
- ☐ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

AP Human Geography is an introductory college course. The course is approved by the College Board and the AP Human Geography test is given annually. Students who score a three or higher on a five point rubric may receive college/university through the protocols of post-secondary institutions. The purpose of the course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students who complete the yearlong AP Human Geography course will earn 10 social studies elective credits. On successful completion of the course, the student should be able to:

1. use and think about maps and spatial data sets
2. understand and interpret the implications of associations among phenomena in places
3. recognize and interpret at different scales the relationships among patterns and processes
4. define regions and evaluate the regionalization process
5. characterize and analyze changing interconnections among places

Recommendation:

The recommendation is being made for the State Administrator to approve the AP Human Geography course

Fiscal Impact:

None

Submitted By:



Wendy Pospichal, Ed.D.
Assistant Superintendent, Administrative Services

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

AP Human Geography

Credit: 1 Year, social studies elective credits

Textbook: *The Cultural Landscape: An Introduction to Human Geography*, 10th Edition, James M. Rubenstein, Miami University, (ISBN-13 #978-0-13-137502-4, ISBN-10 #0-13-137502-4)

Recommended Books: *Cracking the AP Human Geography Exam* by Princeton Review (ISBN-10 #0375429190 ISBN-13 #978-0375429194)
AP Human Geography Review by Kaplan (ISBN #978-1-4277-9602-8)
How to Prepare for AP Human Geography by Barron's (ISBN #0-7641-2094-8)

Date of AP Exam: TBA

Course Description: AP Human Geography is an introductory college course. The purpose of the course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The course will follow the five college-level goals that build on the National Geography Standards. On successful completion of the course, the student should be able to:

1. use and think about maps and spatial data sets
2. understand and interpret the implications of associations among phenomena in places
3. recognize and interpret at different scales the relationships among patterns and processes
4. define regions and evaluate the regionalization process
5. characterize and analyze changing interconnections among places

Grading Policy: Assignments will include, but not be limited to: discussions, lecture notes, activities, presentations, projects, current events, essays, quizzes, and tests. All assignments are graded on a point system. Lengthier assignments and tests that require more effort will be weighted accordingly with higher potential points. **NO EXTRA CREDIT IS AVAILABLE AT ANY TIME**, therefore all assigned work should be completed with this in mind. Class work can be expected on a daily basis. Homework, on the other hand, will fluctuate in intensity and amount. It is the student's responsibility to budget time and to prioritize according to due dates and weight of assignments. All assignments are due at the beginning of the period on the due date. It is the student's sole responsibility to get make-up work due to an absence. If a student was absent the day an assignment was due, it must be turned in the day that the student returns. The grading scale is as follows:

90-100% = A
80-89.99% = B
70-79.99% = C
60-69.99% = D
0-59.99% = F

CHEATING/PLAGIARISM: There are many dishonest methods of trying to improve one's grade, none of which will be tolerated. No cheating of any kind will be accepted. This includes, but is not limited to: using notes on tests, copying someone else's assignments, and using the internet to copy information. Consequences include a zero on the assignment/test in question, parent notification, counselor notification, and possibly being dropped from the course with a failing grade. This is a serious matter and will be treated as such.

ATTENDANCE: Advanced placement curriculum requires excellent attendance. Frequent quizzes will be given in class and **cannot be made up** due to an absence. A student will receive a zero for quizzes missed. Larger tests must be made up in a timely manner before or after school, and cannot be made up during class time. Make up work and tests will only be allowed for **excused** absences.

SUMMARY COURSE OUTLINE:

I. Geography: Its Nature and Perspectives

- A. Geography as a field of inquiry
- B. Evolution of key geographical concepts and models associated with notable geographers
- C. Key concepts underlying the geographical perspective: space, place, scale, pattern, regionalization, and globalization
- D. Key geographical skills
 - 1. How to use and think about maps and spatial data sets
 - 2. How to understand and interpret the implications of associations among phenomena in places
 - 3. How to recognize and interpret at different scales the relationships among patterns and processes
 - 4. How to define regions and evaluate the regionalization process
 - 5. How to characterize and analyze changing interconnections among places
- E. New geographic technologies, such as GIS and GPS
- F. Sources of geographical ideas and data: the field, census data, and satellite imagery.

II. Population

- A. Geographical analysis of population
 - 1. Density, distribution, and scale
 - 2. Implications of various densities and distributions
 - 3. Patterns of composition: age, sex, race, and ethnicity
 - 4. Population and natural hazards: past, present, and future
- B. Population growth and decline over time and space
 - 1. Historical trends and projections for the future
 - 2. Theories of population growth including the Demographic Model
 - 3. Patterns of fertility, mortality, and health
 - 4. Regional variations of demographic transitions
 - 5. Effects of population policies
- C. Population movement
 - 1. Migration selectivity
 - 2. Major voluntary and involuntary migrations at different scales
 - 3. Theories of migration, including push and pull factors, human capital, and life course
 - 4. International migration and refugees
 - 5. Socioeconomic consequences of migration

III. Cultural Patterns and Processes

- A. Concepts of culture
 - 1. Traits
 - 2. Diffusion
 - 3. Acculturation, assimilation, and globalization
 - 4. Cultural regions
- B. Cultural differences
 - 1. Language
 - 2. Religion
 - 3. Ethnicity
 - 4. Gender
 - 5. Popular and folk culture
- C. Cultural landscapes and cultural identity
 - 1. Values and preferences
 - 2. Symbolic landscapes and sense of place
 - 3. Environmental impact of cultural attitudes and practices

IV. Political Organization of Space

- A. Territorial dimensions of politics
 - 1. The concept of territoriality
 - 2. The nature and meaning of boundaries
 - 3. Influences of boundaries on identity, interaction, and exchange
 - 4. Federal and unitary states
 - 5. Spatial relationships between political patterns and patterns of ethnicity, economy, and environment
- B. Evolution of the contemporary political pattern
 - 1. The nation-state concept
 - 2. Colonialism and imperialism
 - 3. Democratization
- C. Changes and challenges to political-territorial arrangements
 - 1. Changing nature of sovereignty
 - 2. Fragmentation, unification, alliance
 - 3. Supranationalism and devolution
 - 4. Electoral geography, including gerrymandering
 - 5. Terrorism

V. Agricultural and Rural Land Use

- A. Development and diffusion of agriculture
 - 1. Neolithic Agricultural Revolution
 - 2. Second Agricultural Revolution
 - 3. Green Revolution
 - 4. Modern commercial agriculture
- B. Major agricultural production regions
 - 1. Agricultural systems associated with major bio-climatic zones
 - 2. Variations within major zones and effects of markets
 - 3. Linkages and flows among regions of food production and consumption
- C. Rural land use and settlement patterns
 - 1. Models of agricultural land use, including Von Thünen's model
 - 2. Settlement patterns associated with major agriculture types
 - 3. Land use/land cover change, irrigation, conservation (desertification, deforestation)
- D. Modern commercial agriculture
 - 1. Biotechnology, including genetically modified plants and animals
 - 2. Spatial organization and diffusion of industrial agriculture
 - 3. Organic farming and local food production
 - 4. Environmental impacts of agriculture

VI. Industrialization and Development

- A. Growth and diffusion of industrialization
 - 1. The changing roles of energy and technology
 - 2. Industrial Revolution
 - 3. Evolution of economic cores and peripheries
 - 4. Geographic critiques of models of economic localization (i.e., bid rent, comparative costs of transportation), industrial location, economic development, and world systems
- B. Contemporary patterns and impacts of industrialization and development
 - 1. Spatial organization of the world economy
 - 2. Variations in levels of development
 - 3. Deindustrialization and economic restructuring
 - 4. Globalization and international division of labor
 - 5. Natural resources and environmental concerns
 - 6. Sustainable development
 - 7. Local development initiatives: government policies
 - 8. Women in development

VII. Cities and Urban Land Use

- A. Development and character of cities
 - 1. Origin of cities
 - 2. Rural-urban migration and urban growth
 - 3. Global cities and megacities
 - 4. Suburbanization and edge cities
- B. Models of urban systems
 - 1. Rank-size rule
 - 2. Central Place Theory
 - 3. Gravity Model
- C. Models of internal city structure
 - 1. Concentric Zone Model
 - 2. Sector Model
 - 3. Multiple-Nuclei Model
 - 4. Changing employment mix
 - 5. Changing demographic and social structures
 - 6. Uneven development, ghettoization, and gentrification
- D. Built environment and social space
 - 1. Housing
 - 2. Transportation and infrastructure
 - 3. Political organization of urban areas
 - 4. Urban planning and design
 - 5. Patterns of race, ethnicity, gender, and socioeconomic status

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
GOVERNING BOARD**

SUBJECT: Second Reading Board Policies

MEETING: April 16, 2014

AGENDA SECTION:

X ACTION

☐ **INFORMATION**

☐ **ACTION/CONSENT**

Board Goals:

- _____ Improve/Sustain Student Achievement through STAR Test and Other Assessment Measures
- _____ Improve School Climate and Student Discipline in Support of Teaching, Learning and Student Safety
- _____ Develop/Sustain Fiscal Crisis Long-Term Solution
- _____ Ensure Board and Administrator Participation in CSBA's Masters in Governance and Other Trainings
- _____ Ensure that Facilities are Safe for Staff and Students
- X Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The following Board Policies are presented as a second reading/revision for the Governing's Board Consideration:

BP 1265 Civility Policy (new)

BP 5141.21 Administering Medication and Monitoring Health Conditions (revised)

AR 5141.21 Administering Medication and Monitoring Health Conditions (revised)

BP 5146 Married, Pregnant, Parenting Students (revised)

BP 6142.6 Visual and Performing Arts Education (revised)

BP 6142.91 Reading Language Arts Instruction (new)

BP 6146.1 High School Graduation Requirements (revised)

AR 6159.4 Behavioral Interventions for Special Education Students

BP 6162.51 State Academic Achievement Tests (revised)

AR 6162.51 State Academic Achievement Tests (revised)

BP 6164.2 Guidance/Counseling Series (new)

Recommendation:

It is recommended that the State Administrator approve the board policies as modified.

Fiscal Impact:

Submitted By:



Daniel R. Moirao Ed. D.
State Administrator

Approved:



Daniel R. Moirao, Ed.D.
State Administrator

Community Relations

Civility Policy

Preamble

The Board of Education and the State Administrator believes that maintaining an environment supportive of learning and free of disruptive conduct is important to the success of our children's education. To further this goal, it is the intent of the district to promote, through this policy, mutual respect, civility and orderly conduct among district employees, district employees with students, parents/guardians, and other members of the public. It is also the intent of this policy to encourage positive communication and discourage disruptive, volatile, hostile or aggressive communication or actions. Furthermore, this policy is intended to maintain, to the extent possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, parents/guardians and the public. It is not the district's intent to deprive any person of his/her right to freedom of expression. The district encourages the public's cooperation with and adherence to this policy but maintains the right to enforce this policy within the means granted through civil and lawful actions.

Expected Level of Behavior

1. District employees and representatives should treat parents/guardians, students and other members of the public with civility, courtesy and respect.
2. Parents/guardians and other members of the public should treat staff and students and each other, while on school grounds and/or participating in school-related activities, with civility, courtesy and respect.

Unacceptable/Disruptive Behavior

Any conduct that disrupts or interferes with the discipline, good order, lawful conduct or administration of any school class or activity of the school or district, constitutes unacceptable conduct behavior. Unacceptable conduct includes but is not limited to:

1. Disruption of or threats to disrupt school classrooms, activities, and/or operations;
2. Threats to the health and safety of students or district employees;
3. Battery or assault upon students, district employees or other persons;
4. Using obscenities or speaking in a demanding, loud, insulting and/or demeaning manner; and/or
5. Unauthorized entry onto district premises and school grounds.

Recourse Available to Parents/Guardians and Public in handling

Unacceptable/Disruptive Behavior

The State Administrator/Superintendent or designee shall establish regulations and procedures as necessary to provide a complaint process for alleged violations of the Civility Policy.

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting

44014 Report of assault by pupil against school employee

44810 Willful interference with classroom conduct

44811 Disruption of classwork or extracurricular activities

PENAL CODE

415.5 Disturbance of peace of school

416 Assembly to disturb peace; refusal to disperse

626-626.10 Crimes on school grounds

627-627.8 Access to school premises

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Approved: Adopted April 16, 2014

King City, California

Community Relations

Civility Policy

Recourse Available for Unacceptable Disruptive Conduct by District Employees or Representatives

Any parent/guardian or member of the public who is subjected to unacceptable conduct from any district employee, as defined in the Civility Policy, may complete a complaint form pursuant to BP 1312.1(Complaints Concerning District Employees), Exhibit 1312.1 (a).

Any parent/guardian or member of the public who is subjected to unacceptable conduct from any district representative, other than school personnel, may file a written complaint with the State Administrator/Superintendent or designee.

Recourse Available for Unacceptable/Disruptive Conduct by Parents/Guardians and Other Members of the Public

The following are examples of ways by which district employees and school administrators, depending on the circumstances presented, may resolve situations involving parents/ guardians and other members of the public who violate the Civility Policy.

1. Provision of Civility Policy:

The district employee may provide to the offending person a written copy of this policy at the time of the occurrence.

2. Request to Cease and Desist Behavior:

District employees may request any parent/guardian or other members of the public who engages in unacceptable and/or disruptive conduct, as described above, to immediately cease his/her conduct and to act and speak civilly, or may report such person and conduct to the appropriate site administrator.

3. Termination of Activity:

If the offending person does not cease his/her inappropriate conduct and/or communication after being requested to do so, the appropriate administrator may verbally notify the offending person that the meeting, conference, telephone conversation, or any other activity is terminated. The district employee or administrator may terminate personal contact with the offending person. In that event, the district employee or site administrator and the offending person may continue to communicate in writing, if appropriate, regarding the subject matter of the conference, telephone conversation, or other activity that was terminated.

4. Request to Leave School Grounds/Report to Law Enforcement:

If the meeting, conference, or other conduct is on district premises, or interferes with, or is disruptive of school or school activities, the appropriate site administrators or their designees may issue a formal warning, notify the offending person to promptly leave the school grounds and not return pursuant to Education Code 33210, 33211, 44810, 44811 and Penal Code 626.7, 626.8 and 653.

5. Handling Violence, Threat, Battery or Other Illegal Action:

When violence, threat, assault, battery or other illegal action is threatened or directed, district employees may: (1) report the occurrence to their principal or supervisor, (2) complete an on-line incident report and/or (3) report the incident to law enforcement officials.

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Approved: April 16, 2014

King City, California

BP 5141.21 Students

Administering Medication And Monitoring Health Conditions

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan as applicable.

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

For the administration of medication to other students during school or school-related activities, the State Administrator/Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

(cf. 1250 - Visitors/Outsiders)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

(cf. 6116 - Classroom Interruptions)

In addition, the State Administrator/Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Administration of Medication by School Personnel

Any medication prescribed by an authorized health care provider, including an emergency antiseizure medication for a student with epilepsy, may be administered by the school nurse or

other designated school personnel only when the State Administrator/Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. (Education Code 49414.7, 49423; 5 CCR 600)

School nurses and other designated school personnel shall administer medications in accordance with law, Board policy, and administrative regulation and shall be afforded appropriate liability protection.

(cf. 3530 - Risk Management/Insurance)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

Only a school nurse or other school employee with an appropriate medical license may administer an insulin injection to a student. In the event that no such licensed school personnel is available, the district may contract with a licensed nurse from a public or private agency to administer insulin to the student.

(cf. 5141.24 - Specialized Health Care Services)

When unlicensed personnel are authorized by law to administer a medication, such as emergency antiseizure medication, epinephrine auto-injector, or glucagon, the State Administrator/Superintendent or designee shall ensure that school personnel designated to administer it to students receive appropriate training from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by and provided with emergency communication access to a school nurse, physician, or other appropriate individual.

The State Administrator/Superintendent or designee shall maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

In an emergency situation such as a public disaster or epidemic, a trained, unlicensed district employee may administer medication to a student.

Legal Reference:

EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors
49414.5 Providing school personnel with voluntary emergency training
49414.7 Emergency medical assistance: administration of epilepsy medication
49422-49427 Employment of medical personnel, especially:
49423 Administration of prescribed medication for student
49423.1 Inhaled asthma medication
49480 Continuing medication regimen; notice

BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:
2726 Authority not conferred
2727 Exceptions in general
3501 Definitions
CODE OF REGULATIONS, TITLE 5
600-611 Administering medication to students
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
COURT DECISIONS
American Nurses Association v. O'Connell, (2010) 185 Cal.App.4th 393

Management Resources:

AMERICAN DIABETES ASSOCIATION PUBLICATIONS
Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006
CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools,
August 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Training Standards for the Administration of Epinephrine Auto-Injectors, December 2004
NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS
Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003
WEB SITES

CSBA: <http://www.csba.org>
American Diabetes Association: <http://www.diabetes.org>
California Department of Education, Health Services and School Nursing:
<http://www.cde.ca.gov/s/he/hn>
National Diabetes Education Program: <http://www.ndep.nih.gov>
U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information:
<http://www.nlm.nih.gov/health/public/lung/index.htm#asthma>

(7/10 11/10) 11/11

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading:

Adopted: April 16, 2014

King City, California

AR 5141.21 Students

Administering Medication And Monitoring Health Conditions

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer the medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Emergency medical assistance for a student suffering an epileptic seizure means the administration of an emergency antiseizure medication such as diazepam rectal gel and other emergency medications approved by the federal Food and Drug Administration for patients suffering from epileptic seizures. (Education Code 49414.7)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's

physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Each year, providing required parent/guardian and authorized health care provider written statements as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. In addition, the parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49414.7, 49423, 49423.1; 5 CCR 600)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician. (Education Code 49480)
3. If the student suffers from epilepsy, notifying the principal or designee whenever the student has had an emergency antiseizure medication administered to him/her within four hours before a school day. (Education Code 49414.7)
4. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider.

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the authorized health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in the administration of medication
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a

written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment

5. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

When district employees are to administer medication to a student or when a student is to be allowed to carry and self-administer prescription diabetes medication, auto-injectable epinephrine, or prescription inhaled asthma medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49423, 49423.1; 5 CCR 602)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

***Note: Items #5-7 below may be revised to reflect district practice. ***

5. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation

6. Possible side effects of the medication

7. Name, address, telephone number, and signature of the student's authorized health care provider

When authorizing a district employee to administer emergency antiseizure medication to a student, the authorized health care provider's written statement shall also include the following: (Education Code 49414.7; 5 CCR 626)

1. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of the medication becomes necessary

2. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services

3. A protocol for observing the student after a seizure, including, but not limited to, whether he/she should rest in the school office or return to his/her class and the length of time he/she should be under direct observation

4. A statement that following a seizure, a school administrator or other staff member shall contact the school nurse and the student's parent/guardian to continue the observation plan

District Responsibilities

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medications in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medications, and note on the list the type of medication and the times and dosage to be administered
4. Maintain a medication log which may:

- a. Specify the student's name, medication, dose, method of administration, and time of administration during the regular school day, date(s) on which the student is required to take the medication and the authorized health care provider's name and contact information
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
 6. Ensure that student confidentiality is appropriately maintained

(cf. 5125 - Student Records)

7. Coordinate the administration of medication during field trips and after-school activities

(cf. 5148.2 - Before/After School Programs)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

8. Report to the parent/guardian and the site administrator any refusal by the student to take his/her medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with the authorized health care provider and pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. Provide immediate medical assistance, if needed, and report to the site administrator and parent/guardian instances when the medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Upon receiving such notification, the site administrator may notify the student's authorized health care provider and shall document the error in the medication log.

(7/10 11/10) 11/11

Additional Requirements for Management of Epileptic Seizures

***Note: Pursuant to Education Code 49414.7, when a district chooses to participate in a program to train nonmedical district employees who volunteer to provide emergency medical assistance to students suffering from epileptic seizures when licensed health care professionals are not available onsite, the district is required to satisfy specific requirements, including developing a district plan with certain components. The requirements of Education Code 49414.7 that are similar to the requirements for administration of other types of medication are addressed in previous sections. Other requirements that are unique to this program are reflected in the following section. ***

In addition to applicable provisions in the sections above, the Superintendent or designee shall make arrangements for assisting students with epilepsy who may suffer a seizure at school. Such arrangements shall include the following: (Education Code 49414.7; 5 CCR 620-627)

1. Whenever a parent/guardian requests that a nonmedical district employee be trained to provide emergency medical assistance to his/her child, notification to the parent/guardian that the child may qualify for services or accommodations pursuant to 20 USC 1400-1482, the Individuals with Disabilities Education Act (IDEA), or 29 USC 794, Section 504 of the federal Rehabilitation Act of 1973 (Section 504).

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall assist the parent/guardian to explore that option and shall encourage him/her to adopt the option if the student is determined to be eligible for such service or accommodation.

2. The creation of an individualized health plan, seizure action plan, or other appropriate health plan designed to acknowledge and prepare for the student's health care needs in school, if his/her parent/guardian refuses to have him/her assessed for services or accommodations under IDEA or Section 504.

(cf. 6159 - Individualized Education Program)

3. The distribution of an electronic notice to school staff no more than twice per school year, for each student whose parent/guardian has requested provision of emergency medical assistance pursuant to Education Code 49414.7. The notice shall be in bold print and, in accordance with Education Code 49414.7, shall contain a description of the request for a volunteer school employee, the training that such volunteer school employee will receive, the voluntary nature of the program, and the timelines for the volunteer school employee to rescind his/her offer.

If no employee volunteers to administer emergency antiseizure medication to a student, the Superintendent or designee shall again notify the student's parent/guardian of the option to have the student assessed for services and accommodations under IDEA or Section 504.

4. An assurance that any employee who volunteers to administer an emergency antiseizure medication shall receive from a licensed health care professional the training specified in 5 CCR 623

before administering such medication.

When a trained employee has not administered an emergency antiseizure medication to a student within two years after completing the training and a student who may need the administration of an emergency antiseizure medication is enrolled in the school, the employee shall be retrained in order to retain the ability to administer an emergency antiseizure medication.

5. An assurance that any training provided for district employees who volunteer to administer emergency antiseizure medication to students shall include, but is not limited to:

- a. Recognition and treatment of different types of seizures
- b. Administration of an emergency antiseizure medication
- c. Basic emergency follow-up procedures, including, but not limited to, a requirement for the principal or designee to call the emergency 911 telephone number and to contact the student's parent/guardian, but not necessarily to transport the student to an emergency room
- d. Techniques and procedures to ensure student privacy

(cf. 5022 - Student and Family Privacy Rights)

6. A process for notifying the credentialed school nurse, or the Superintendent or designee as applicable, whenever an employee administers an emergency antiseizure medication to a student at a school site.

7. Supervision of volunteer school employees by a licensed health care professional, in accordance with 5 CCR 627.

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Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: April 16, 2014

King City, California

BP 5146 Students

Married/Pregnant/Parenting Students

The Governing Board recognizes that early marriage, pregnancy or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to provide instruction and services designed to assist in pregnancy prevention. The Board also desires to support male and female expectant and parenting students to attain strong academic and parenting skills and to promote the healthy development of their children.

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Married, expectant and parenting students shall have the same educational and extracurricular opportunities as all students. Participation in special programs or schools shall be voluntary.

The district shall not discriminate against any student on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. (Education Code 230; 20 USC 1681-1688)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6145 - Extracurricular and Cocurricular Activities)

For school-related purposes, married students under the age of 18 are emancipated minors and have all the rights and privileges of students who are 18, even if the marriage has been dissolved. (Family Code 7002)

Any education program or activity, including any class or extracurricular activity, that is offered separately to such students shall be comparable to that offered to other district students. A student's participation in such programs shall be voluntary. (34 CFR 106.40)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.
(Family Code 7002)

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or his/her child.

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6200 - Adult Education)

When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. A lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

(cf. 6183 - Home and Hospital Instruction)

A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the district to provide such certification. (34 CFR 106.40)

Expectant and Parenting Students

The Board is committed to providing to expectant and parenting students and their children a comprehensive, continuous, community-linked program that reflects the cultural and linguistic diversity of the community.

The State Administrator/Superintendent or designee shall collaborate with the County Superintendent of Schools and other community agencies and organizations to ensure that appropriate educational and related support services are available to meet the needs of expectant and parenting students their children.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Expectant and parenting students retain the right to participate in any comprehensive school or educational alternative programs. School placement and instructional strategies for participating students shall be based on the needs and learning styles of individual students. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the individual student and/or child. (Education Code 54745)

(cf. 6158 - Independent Study)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6200 - Adult Education)

In addition to providing a quality education program for expectant and parenting students, the district's program shall provide parenting education and life skills instruction, special school nutrition supplements for pregnant and lactating students, and a child care and development program on or near the school site for the children of enrolled students. The district's program may provide other support services authorized by Education Code 54746 as necessary to meet the needs of students and their children. (Education Code 54745)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5141.6 - School Health Services)

(cf. 5148 - Child Care and Development)

(cf. 5148.1 - Child Care Services for Parenting Students)

(cf. 6164.2 - Guidance/Counseling Services)

Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with BP/AR 5113 - Absences and Excuses.

(cf. 5113 - Absences and Excuses)

The State Administrator/Superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began. (34 CFR 106.40)

(cf. 5112.3 - Student Leave of Absence)

A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a

dependent. (Education Code 48410)

(cf. 5112.1 - Exemptions from Attendance)

Pregnancy Prevention Program

The Superintendent or designee shall ensure that age-appropriate, culturally sensitive and community-sensitive instruction and services are available to assist in the prevention of pregnancy among minors. The district's program shall be based on strategies that have proven effective in delaying the onset of sexual activity and reducing the incidence of pregnancy among school-age youth. Instruction shall be consistent with the district's family life/sex education curriculum.

(cf. 5141.25 - Availability of Condoms)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

Legal Reference:

EDUCATION CODE

230 Sex discrimination

8200-8498 Child Care and Development Services Act

48205 Excused absences

48220 Compulsory education requirement

48410 Persons exempted from continuation classes

49553 Nutrition supplements for pregnant/lactating students

51220.5 Parenting skills and education

51745 Independent study

52610.5 Enrollment of pregnant and parenting students in adult education

54740-54749 Cal-SAFE program for pregnant/parenting students and their children

FAMILY CODE

7002 Description of emancipated minor

HEALTH AND SAFETY CODE

104460 Tobacco prevention services for pregnant and parenting students

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4950 Nondiscrimination, marital and parental status

CODE OF REGULATIONS, TITLE 22

101151-101239.2 General licensing requirements for child care centers

101351-101439.1 Infant care centers

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Education Act Amendments

UNITED STATES CODE, TITLE 42

1786 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 7

246.1-246.28 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 168 (2004)

COURT DECISIONS

American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS

Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements

The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Women's Law Center: <http://www.cwlc.org>

U.S. Department of Agriculture, Women, Infants, and Children Program:

<http://www.fns.usda.gov/wic>

U.S. Department of Education: <http://www.ed.gov>

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Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: April 16, 2014

King City, California

BP 6142.6 Instruction

Visual And Performing Arts Education

The Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall provide opportunities for appreciation, creation, and performance of the arts.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for dance, music, theatre, and visual arts that describe the skills, knowledge, and abilities that students shall be expected to possess at each grade level. The district's standards shall meet or exceed state content standards for each of these disciplines.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop a sequential curriculum for dance, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following strands:

1. Artistic perception: processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline
2. Creative expression: composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works
3. Historical and cultural context: understanding the historical contributions and cultural dimensions of an arts discipline
4. Aesthetic valuing: analyzing and critically assessing works of dance, music, theatre, and visual arts
5. Connections, relations, and applications: connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 4131 - Staff Development)

The Superintendent or designee shall encourage, as a supplement to teacher instruction, the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In

addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1260 - Educational Foundation)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6020 - Parent Involvement)

(cf. 6153 - School-Sponsored Trips)

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation of arts education at each grade level and program effectiveness in enabling students to meet academic standards.

(cf. 0500 - Accountability)

Arts and Music Block Grants

Any state funding received through arts and music block grants shall be used only for hiring additional staff, purchasing new materials, books, supplies, and equipment, and/or implementing or increasing staff development opportunities as needed to support standards-aligned arts and music instruction. (SB 77, Item 6110-265-0001, Statutes of 2007)

The Board shall distribute block grant funds to all district schools on the basis of an equal amount per student or the minimum school site allocation specified in the state budget, whichever is greatest. (SB 77, Item 6110-265-0001, Statutes of 2007)

However, the Board may allocate block grant funds for districtwide expenditures that support program purposes on behalf of all district schools. If the Board elects to do so, it shall adopt a resolution at a public meeting which specifies how the funds will be allocated among schools and for districtwide purposes and the reasons for those allocations. Prior to the public meeting, the Board shall inform school site councils, schoolwide advisory groups, or school support groups, as applicable, of the content of the proposed resolution and of the time and location where the resolution is proposed to be adopted. (SB 77, Item 6110-265-0001, Statutes of 2007)

(cf. 1220 - Citizen Advisory Committees)

(cf. 9320 - Meetings and Notices)

Legal Reference:

EDUCATION CODE

8950-8957 California summer school of the arts

32060-32066 Toxic art supplies

35330-35332 Field trips

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12
51225.3 Graduation requirements
58800-58805 Specialized secondary programs
60200-60210 Instructional materials, elementary schools
60400-60411 Instructional materials, high schools
99200-99206 Subject matter projects

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve, 2004

Visual and Performing Arts Content Standards, January 2001

Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process, 2001

WEB SITES

CSBA: <http://www.csba.org>

Arts Education Partnership: <http://aep-arts.org>

California Alliance for Arts Education: <http://www.artsed411.org>

California Arts Council: <http://www.cac.ca.gov>

California Art Education Association: <http://www.caea-arteducation.org>

California Dance Education Association: <http://www.cdeadance.org>

California Department of Education, Visual and Performing Arts: <http://www.cde.ca.gov/ci/vp>

California Educational Theatre Association: <http://www.cetoweb.org>

California Music Educators Association: <http://www.calmusiced.com>

The California Arts Project: <http://csmp.ucop.edu/tcap>

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California Dance Education Association: <http://www.cdeadance.org>

California Department of Education, Visual and Performing Arts:

<http://www.cde.ca.gov/ci/vp>

California Educational Theatre Association: http://www.cetoweb.org/ceta_pages

The California Arts Project: <http://csmp.ucop.edu/tcap>

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: April 12, 2014

King City, California

Instruction

Reading/Language Arts Instruction

The Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. The Board desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning and develops students' appreciation for literature. The program shall integrate reading and oral and written language arts activities in order to build effective communication skills.

(cf. 6143 - Courses of Study)

For each grade level, the Board shall adopt academic standards that meet or exceed Common Core State Standards in the following strands:

1. Reading: Foundational skills, text complexity and analysis, and the growth of comprehension
2. Writing: Text types, responding to reading, production and distribution of writings, and research
3. Speaking and listening: Oral language development, comprehension, flexible communication, and collaboration
4. Language: Conventions, effective use, knowledge of language, and vocabulary

(cf. 6011 - Academic Standards)

The State Administrator/Superintendent or designee shall ensure that the district's reading/language arts program offers sufficient access to standards-aligned textbooks and other instructional materials. The program shall provide instructional materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Teachers are expected to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers. The program shall provide ongoing diagnosis of students' skills and, as needed, may provide supplementary instruction during the school day and/or outside the regular school session to assist students who are

experiencing difficulty learning to read.

- (cf. 5148.2 - Before/After School Programs)
- (cf. 6174 - Education for English Language Learners)
- (cf. 6176 - Weekend/Saturday Classes)
- (cf. 6177 - Summer Learning Programs)
- (cf. 6179 - Supplemental Instruction)

***Note: AB 97 (Ch. 47, Statutes of 2013) redirected funding for the Professional Development Block Grant (Education Code 41530-41532) and the Mathematics and Reading Professional Development Program (Education Code 99230-99242) into the local control funding formula. At their discretion, districts may provide professional development opportunities to meet the purposes of those programs or other local needs. ***

The State Administrator/Superintendent or designee shall make available professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' literacy levels, and mastery of a variety of instructional strategies and materials.

- (cf. 4131 - Staff Development)
- (cf. 4222 - Teacher Aides/Paraprofessionals)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

The State Administrator/Superintendent or designee shall provide the Board with data from state and district reading assessments and program evaluations to enable the Board to monitor program effectiveness.

- (cf. 0500 - Accountability)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - State Academic Achievement Tests)
- (cf. 6162.52 - High School Exit Examination)
- (cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

- 41505-41508 Pupil Retention Block Grant
- 41530-41532 Professional Development Block Grant
- 44735 Teaching as a Priority Block Grant
- 44755-44757.5 Teacher Reading Instruction Development Program, K-3
- 51210 Areas of study, grades 1-6
- 51220 Areas of study, grades 7-12

60119 Sufficiency of textbooks and instructional materials
60200.4 Fundamental skills
60207 Curriculum frameworks
60350-60352 Core reading program instructional materials
60605 State-adopted content and performance standards in core curricular areas
60605.8 Common Core standards
99220-99221 California Reading Professional Development Institutes
99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)
CODE OF REGULATIONS, TITLE 5
9535 Purchase of nonadopted core reading program instructional materials
11980-11985 Mathematics and Reading Professional Development Program (AB 466 trainings)
11991-11991.2 Reading First achievement index
UNITED STATES CODE, TITLE 20
6381-6381k Even Start Family Literacy Program
6383 Improving literacy through school libraries

Management Resources:

CSBA PUBLICATIONS

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, March 2013

Common Core State Standards for English Language Arts, August 2010

English Language Arts/English Language Development Framework for California Public

Schools: Kindergarten Through Grade Twelve

Recommended Literature: Kindergarten Through Grade Twelve

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Reading/Language Arts: <http://www.cde.ca.gov/ci/rl>

(7/05 3/07) 12/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: April 16, 2014

King City, California

Instruction

Behavioral Interventions For Special Education Students

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 USC 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

However, when the behavior of a student with a disability impedes his/her learning or the learning of others, the student's individualized education program (IEP) team shall consider the use of positive behavioral interventions and supports and other strategies consistent with 20 USC 1414(d) to address the student's behavior. (Education Code 56521.2; 34 CFR 300.324)

If, pursuant to a manifestation determination conducted as specified in 34 CFR 300.530, the student's behavior is determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the student. If a BIP is already in place for the student, the IEP team shall review and modify the BIP to address the student's behavior. (Education Code 56520; 34 CFR 300.324, 300.530)

In addition, when the disciplinary removal of a student with a disability will result in a change in the student's placement as specified in 34 CFR 300.530, the student shall receive an FBA and behavioral intervention services and modifications designed to address the student's behavior so that it does not recur. (34 CFR 300.530)

Functional Behavioral Assessment

Prior to providing any behavioral intervention service to a student with a disability, an FBA focusing on identifying the function or purpose of the student's behavior shall be conducted by the student's IEP team.

Before any FBA is conducted, the Superintendent of designee shall notify the student's parent/guardian in accordance with Education Code 56321 and obtain the parent/guardian's consent. (Education Code 56321; 34 CFR 300.324)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

If the parent/guardian disagrees with the result of an FBA, he/she has the right to obtain an

independent educational evaluation at district expense, subject to the conditions specified in 34 CFR 300.502.

Behavioral Intervention Plan and Services

When any behavioral intervention, support, or other strategy is to be used by the district, the Superintendent or designee shall consider the student's physical freedom and social interaction, administer the intervention, support, or other strategy in a manner that respects the student's dignity and personal privacy, and ensure the student's right to be placed in the least restrictive educational environment. (Education Code 56520)

When a student for whom a BIP is to be developed is also the responsibility of another agency for residential care or related services, the Superintendent or designee shall cooperate with the other agency to ensure that the BIP, to the extent possible, is implemented in a consistent manner. (Education Code 56520)

Behavior assessments and behavioral intervention services shall be provided only by individuals who possess the qualifications specified in Education Code 56525 or 5 CCR 3065.

Emergency Interventions

Emergency interventions may be used only to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for a systematic BIP that is designed to change, replace, modify, or eliminate a targeted behavior. (Education Code 56521.1)

No emergency intervention shall be used for longer than is necessary to contain the behavior. For any situation that requires a prolonged use of an emergency intervention, staff shall seek assistance of the principal or law enforcement agency, as applicable to the situation. (Education Code 56521.1)

Emergency interventions shall not involve the use of force exceeding what is reasonable and necessary under the circumstances. In addition, use of locked seclusion or a device, material, or objects that simultaneously immobilize all hands and feet shall not be allowed except as allowed by law. (Education Code 56521.1)

Parents/guardians and, if appropriate, residential care providers shall be notified within one school day whenever emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Superintendent or designee for review. This report shall include all of the following information: (Education Code 56521.1)

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic BIP
6. Details of any injuries sustained by the student or others, including staff, as a result of the incident

If the behavior emergency report is for a student who does not have a BIP, the Superintendent or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for an FBA, and determine the necessity for an interim BIP. The IEP team shall document the reasons for not conducting the FBA and/or not developing the interim BIP. (Education Code 56521.1)

If the behavior emergency report is for a student who has a BIP, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's plan needs to be modified. (Education Code 56521.1)

Prohibited Interventions

The district prohibits the use of corporal punishment as defined in Education Code 49001 as an intervention. In addition, the district prohibits all of the following: (Education Code 56521.2)

1. Any intervention designed or likely to cause physical pain, including, but not limited to, electric shock
2. Any intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities
4. Any intervention that is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation or that can be expected to cause excessive emotional trauma
5. Any restrictive intervention that uses a device, material, or objects which simultaneously immobilize all hands and feet, including the procedure known as prone containment, except that

prone containment or similar techniques may be used by trained staff as a limited emergency intervention

6. Locked seclusion, unless in a facility otherwise licensed or permitted by state law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses

Legal Reference:

EDUCATION CODE

49001 Prohibition of corporal punishment

56321 Notice of parental rights; consent of parents

56500-56508 Procedural safeguards, including due process rights

56520-56525 Behavioral interventions

CODE OF REGULATIONS, TITLE 5

3065 Staff qualifications - related services

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1412 State eligibility

1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

Behavior Analyst Certification Board: <http://www.calaba.org/bacb.shtm>

U.S. Department of Education, Office of Special Education Programs:

<http://www2.ed.gov/about/offices/list/osers/osep>

(10/96 6/99) 12/13

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: April 16, 2014

King City, California

BP 6162.51 Instruction

The Governing Board recognizes that state achievement test results provide an indication of student progress in achieving state academic standards and may be used to promote high-quality teaching and learning. The State Administrator/Superintendent or designee shall administer mandatory student assessments within the California Assessment of Student Performance and Progress (CAASPP) as required by law and in accordance with Board policy and administrative regulation.

(cf. 6011 - Academic Standards)
 (cf. 6162.5 - Student Assessment)
 (cf. 6162.54 - Test Integrity/Test Preparation)
 (cf. 9321 - Closed Session Purposes and Agendas)
 (cf. 9321.1 - Closed Session Actions and Reports)

The Board strongly encourages all students at the applicable grade levels to participate in the STAR assessments in order to maximize the usefulness of the data and enable the district to meet participation levels required for state and federal accountability systems. The State Administrator/Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

(cf. 0520.2 - Title I Program Improvement Schools)
 (cf. 0520.3 - Title I Program Improvement Districts)
 (cf. 6011 - Academic Standards)

The Board shall annually examine STAR results by school, grade level, and student subgroup in the Board's discussion of each school's ranking on the statewide Academic Performance Index. If the STAR performance level of the school is below the Board's established expectations, the Board may conduct an assessment of the reasons for the performance results and may adopt a performance improvement plan in accordance with Education Code 52056.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

49076 Student records; access
 51041 Evaluation of educational program
 52052 Academic Performance Index; numerically significant student subgroups
 52060-52077 Local control and accountability plan
 56345 Individualized education program, contents
 60600-60630 Assessment of academic achievement
 60640-60649 California Assessment of Student Performance and Progress
 60660-60663 Electronic learning assessment resources

60810 Assessment of language development
99300-99301 Early Assessment Program
CODE OF REGULATIONS, TITLE 5
850-864 State assessments
UNITED STATES CODE, TITLE 20
1412 Participation of students with disabilities in state assessments
6311 Adequate yearly progress
CODE OF FEDERAL REGULATIONS, TITLE 34
200.1 Standards and assessment

Management Resources:

CSBA PUBLICATIONS

Supporting Student Achievement: Student Assessment System in Flux, Governance Brief, June 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Assembly Bill 484 Questions and Answers

CALIFORNIA STATE UNIVERSITY PUBLICATIONS

The Early Assessment Program: Handbook for School Site Leaders, 2008

SMARTER BALANCED ASSESSMENT CONSORTIUM PUBLICATIONS

Usability, Accessibility, and Accommodations Guidelines, September 2013

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

California Learning Resources Network: <http://clrn.org>

California State University, Early Assessment Program: <http://www.calstate.edu/eap>

Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(3/07 11/08) 12/13

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: April 16, 2014

King City, California

AR 6162.51 Instruction

Standardized Testing And Reporting Program

The district shall administer the following assessments in the California Assessment of Student Performance and Progress (CAASPP): (Education Code 60640)

1. The Smarter Balanced Assessment Consortium summative assessments for English language arts and mathematics, aligned with Common Core State Standards, in grades 3-8 and 11

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

All students at the applicable grade levels shall be administered these tests, except that:

- a. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law
- b. Students with disabilities may be provided an alternate test in accordance with their individualized education program (IEP), as provided in item #3 below

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

2. California Standards Tests in science at grade 10

(cf. 6142.93 - Science Instruction)

3. For students with disabilities who are unable to take the tests specified in items #1-2 above even with appropriate accommodations, the California Alternate Performance Assessment (CAPA) in English language arts and mathematics for students in grades 2-11 and either the CAPA or California Modified Assessment in science for students in grades 5, 8, and 10, in accordance with the student's IEP

4. The Standards-Based Test in Spanish (STS) to Spanish-speaking English learners in grades 2-11. This test shall be administered to English learners in addition to the state achievement tests administered in English.

(cf. 6174 - Education for English Language Learners)

The STS also may be used to assess students in a dual language immersion program who are not limited English proficient or who are redesignated fluent English proficient.

5. For students in grade 11 on a voluntary basis, an augmented achievement test approved for use in the Early Assessment Program as a measure of students' readiness for college-level work in English and/or mathematics pursuant to Education Code 99300-99301

The State Administrator/Superintendent or designee shall make arrangements as necessary to test all eligible students in alternative education programs or programs conducted off campus. (5 CCR 851)

(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Testing Period

The state achievement tests shall be administered within the testing period established by the State Board of Education (SBE) pursuant to Education Code 60640. Students who are absent during testing shall be provided an opportunity to take the tests during the period of time established by the SBE for make-up testing.

Exemptions

A parent/guardian may submit to the school a written request to excuse his/her child from any or all parts of any test. However, district employees shall not solicit or encourage any written exemption on behalf of any student or group of students. (5 CCR 852)

If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted shall be scored and the results reported to the parent/guardian and included in the student's records. (5 CCR 852)

Testing Variations

Assessments shall be administered in accordance with the manuals or other instructions provided by the test contractor, unless a testing variation, accommodation, or modification is specifically allowed pursuant to 5 CCR 853.5. (5 CCR 853, 853.5)

All students may be provided with the following variations: (5 CCR 853.5)

1. Simplified or clarified test directions
2. Testing in a small group setting
3. As much time as needed within a single sitting to complete a test or test part

In addition, all students shall be provided with the following testing variations if such variations are regularly used in the classroom: (5 CCR 853.5)

1. Special adaptive furniture
2. Special lighting, special acoustics, noise-canceling devices, visual magnifying equipment, or audio amplification equipment
3. An individual carrel or study enclosure
4. Individual testing in a separate testing room provided that a district employee who has signed the test security affidavit directly supervises the student
5. Colored overlay, masks, or other means to maintain visual attention to the test or test questions
6. Manually Coded English or American Sign Language to communicate directions for test administration

Identified English learners shall be permitted the following testing variations if such variations are regularly used in the classroom or for assessment: (5 CCR 853.5)

1. Testing in a separate room with other English learners provided that a district employee who has signed the test security affidavit directly supervises the student.
2. Additional supervised breaks following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.
3. Translation of the test directions printed in the test administration manual into the student's primary language, and the opportunity to ask clarifying questions about any test directions presented orally in the student's primary language.
4. Access to translation glossaries/word lists for the CSTs in mathematics, science, and history-social science (English to primary language). The translation glossaries/word lists are to include only the English words or phrases with the corresponding primary language words or phrases. The glossaries/word lists shall not include definitions, parts of speech, or formulas.

Students with disabilities shall be permitted to take the assessments with any of the testing variations listed in 5 CCR 853.5, provided the variations are specified in their IEP or Section 504 plan. These variations may include, but are not limited to, accommodations in the presentation or setting of the test administration or in how a student is allowed to respond, and/or modifications in accordance with 5 CCR 853.5. (5 CCR 850, 853, 853.5)

Staff Responsibilities

On or before September 30 of each year, the State Administrator/Superintendent or designee shall designate a district coordinator who shall oversee all matters related to the testing program and serve as the district representative and liaison with the test contractor and the CDE. In addition, the State Administrator/Superintendent or designee shall designate a coordinator for each test site. The duties of the district and school site test coordinators shall include those specified in 5 CRR 857-858. (5 CCR 857-858)

The State Administrator/Superintendent or designee also shall appoint test examiner(s) to administer the state assessments. A test examiner shall be an employee or contractor of the district or, for the CAPA, shall be a certificated or licensed employee of the school, district, or county office of education. (5 CCR 850)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

As appropriate, the State Administrator/Superintendent or designee shall assign a specially trained district employee to serve as a test proctor to assist the test examiner; a specially trained district employee, or other person supervised by a district employee, to serve as a translator to translate the test directions into a student's primary language; and a district employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian shall not be eligible to be that student's translator or scribe. (5 CCR 850)

Test coordinators, examiners, proctors, translators, and scribes shall sign a test security agreement or affidavit. (5 CCR 850, 857-859)

Report of Test Results

For any state assessments that produce valid individual student results, the State Administrator/Superintendent or designee shall provide a written report of the student's results to his/her parents/guardians which includes a clear explanation of the purpose of the test, the student's score, and its intended use by the district. An individual student's scores shall also be reported to his/her school and teacher(s) and shall be included in his/her student record. (Education Code 60641; 5 CCR 863)

(cf. 5125 - Student Records)

(cf. 5145.6 - Parental Notifications)

With parent/guardian consent, the State Administrator/Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission.

(Education Code 60641)

The State Administrator/Superintendent or designee shall present districtwide, school-level, and grade-level results to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 49076, 60641)

(11/08 11/11) 12/13

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: April 16, 2014

King City, California

Instruction

Guidance/Counseling Services

The Governing Board recognizes that a comprehensive counseling program promotes academic achievement and serves the diverse needs of all district students. Counseling staff shall be available to meet with students regarding their educational progress toward academic and/or career goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning.

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall ensure that all persons employed to provide school counseling, school psychology, and/or school social work services shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of each position shall be clearly defined in a job description.

(cf. 4112.2 - Certification)

Academic and Career Counseling

The district's academic counseling program shall be designed to assist students to establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities, and interests. Insofar as possible, parents/guardians shall be included when making educational plans.

(cf. 6011 - Academic Standards)

(cf. 6020 - Parent Involvement)

(cf. 6174 - Education for English Language Learners)

Beginning in grade 9, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

(cf. 5145.6 - Parental Notifications)

The counseling program for high school students may include, at appropriate grade levels:

1. Information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships

(cf. 6141.5 - Advanced Placement)

(cf. 6143 - Courses of Study)

(cf. 6146.1- High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

2. An opportunity for each student and, if practicable, his/her parent/guardian to meet with a counselor to discuss the student's career goals, available educational and career technical education options, and community and workplace experiences to support the student's goals

(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)

3. Monitoring of each student's fulfillment of required coursework and progress toward promotion and graduation, and notification of the student and his/her parent/guardian of remaining academic requirements

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6162.52 - High School Exit Examination)

4. Additional specialized counseling services for students identified as at risk of not graduating with their class

(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education.

(Education Code 48431)

(cf. 6184 - Continuation Education)

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

In addition, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Colleges and prospective employers, including military recruiters, shall not have access to students for recruiting purposes *without parental permission*. (Education Code 49603; 10 USC 503)

(cf. 5125.1 - Release of Directory Information)

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

(cf. 1020 - Youth Services)
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.6 - School Health Services)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6164.5 - Student Success Teams)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5125 - Student Records)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5136 - Gangs)
(cf. 5141.52 - Suicide Prevention)

Teacher-Based Advisory Program

The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

(cf. 4131 - Staff Development)

Legal Reference:

EDUCATION CODE

221.5 Prohibited sex discrimination

41505-41508 Pupil Retention Block Grant

44266 Pupil personnel services credential

48431 Establishing and maintaining high school guidance and placement program

49600-49604 Educational counseling

51250-51251 School age military dependents

51513 Personal beliefs

52378-52380 Supplemental School Counseling Program

FAMILY CODE

6920-6929 Consent by minor for treatment or counseling

HEALTH AND SAFETY CODE

124260 Mental health services; consent by minors age 12 and older

PENAL CODE

11166-11170 Reporting known or suspected cases of child abuse

WELFARE AND INSTITUTIONS CODE

5850-5883 Mental Health Services Act

CODE OF REGULATIONS, TITLE 5

4930-4931 Counseling

80049-80049.1 Pupil personnel services credential

80632-80632.5 Preparation programs for pupil personnel services

UNITED STATES CODE, TITLE 10

503 Military recruiter access to directory information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family educational rights and privacy

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Results-Based School Counseling and Student Support Guidelines, 2007

WEB SITES

American School Counselor Association: <http://www.schoolcounselor.org>

California Association of School Counselors: <http://www.schoolcounselor-ca.org>

California Department of Education: <http://www.cde.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

U.S. Department of Education, access to military recruiters:

<http://www.ed.gov/policy/gen/guid/fpco/hottopics/ht10-09-02.html>

(10/06 11/07) 12/13

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: April 16, 2014

King City, California